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ABSTRACT

There are 17 articles in this theme issue on library and information education: (1) "Educating Library and Information Professionals for the 21st Century" (E. J. Josey); (2) "Ready or Not Here It Comes: Library Education for 21st Century New York State" (Richard Halsey); (3) "The Challenge of Technology: An Opening Discussion" (Thomas Surprenant); (4) "Master's Students in Library and Information Science: A Selective Comparison of Some Statistical Studies" (Emmett Corry); (5) "How Do Current Library School Curricula Prepare Librarians for All Types of Specializations?" (George Bobinski); (6) "Educating Rural Librarians: Is the Sky Falling?" (Bernard Vavrek); (7) "Ethics and Intellectual Freedom in the Education of Library and Information Science Professionals" (Virgil Blake); (8) "Archival Education in the New York Library Environment" (Richard Cox); (9) "Educating a New Generation of Librarians for Work with Young People" (Amy Spaulding); (10) "The International Environment of Information Education" (Marta Dosa); (11) "What Do Library Schools Teach about Professional Organizations?" (Inez Sperr-Brisfjord); (12) "Toward a Lifelong Student Body" (Elizabeth Stone); (13) "Minority Representation in Library and Information Science Programs" (E. J. Josey); (14) "Accreditation of Library Educational Programs Reexamined" (Herman Totten); (15) "From the Beginning: Two Pioneers in Library Education" (Robert Karlowich and Rhoda Garoogian); (16) "Eight Paths to Information Excellence" (Suzanne Hildenbrand); and (17) "An Additional Means of Delivering Library Education" (Joseph Shubert and Patricia Dyer). (SD)

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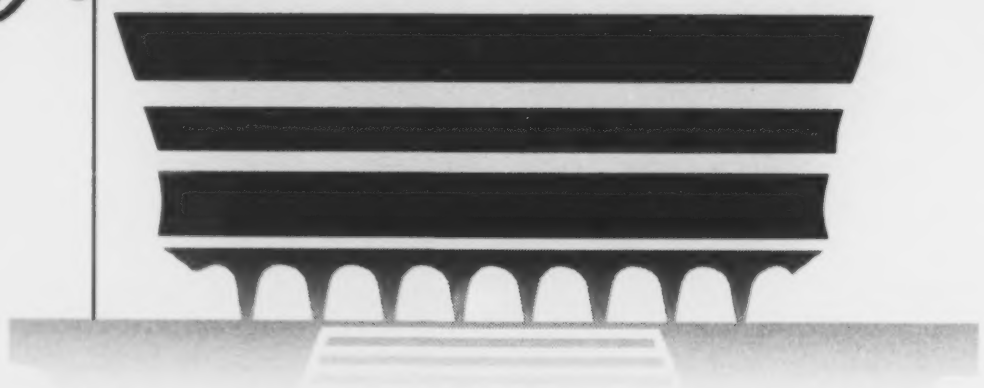

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Joseph F. Shubert and E. J. Josey, *Editors.*

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EDUCATING LIBRARY AND INFORMATION PROFESSIONALS FOR THE 21ST CENTURY

As one ponders the requirements for library and information science education for the information society into the 21st century, one should remember that the education of library and information personnel began, in New York State, more than 100 years ago when Melvil Dewey founded the first library school at Columbia University in 1887. When Dewey moved to Albany in 1889 and became the Secretary and Treasurer of the Board of Regents as well as the Director of the State Library, he transferred his library school from Columbia to the State Library. In addition to his contributions to the field of leadership, he believed that the library was central to the world of education. Moreover, he believed that reading was the surest means to an education — to reach understanding one needed only diligence and a book. He worked to further the role of the library as the "people's university" and developed a unified profession as well as a cadre of librarians for the nation's libraries. It was his vision and leadership that established the foundation for library and information science education in New York State, the nation and the world.

The articles in this issue of *The Bookmark* consider various aspects of library and information science in the information society. Moreover, these authors occupy positions of importance and influence not only in library and information science schools, but also in libraries and library association work. In short, they combine with sound judgment an understanding of both the issues in library and information science education and the history of librarianship. The remedies, strategies and new approaches they suggest for library and information science education are therefore important to us in this period of intensive examination of all academic programs in higher education. We need to understand and evaluate the best approaches to expedite the delivery of library and information science education programs if New York State and the nation are to find appropriate ways to educate library and information science personnel to serve in the 21st century.

To return to the major theme of this issue of *The Bookmark*: Our purpose is to provide information on the diversity of library and information science programs in New York State, describe how these programs are preparing information professionals to meet the needs of people in an information society and examine other related issues as — the education of minorities, the international environment, continuing library education, accreditation of library education programs and new modes of delivery of library education.

Richard S. Halsey was asked to consider the dramatic changes that the State of New York is experiencing as the year 2000 approaches — the impact of economic, political, technological and demographic changes. He looks at how the New York American Library Association accredited programs are educating for the information society. After reviewing the program and goals of the eight schools in the State, Halsey finds "in a 30-year period, the only major changes in emphasis have been the addition of the core course of information technology and decreased prominence of basic reference. In today's library/information center settings, the ability to work with hardware, software, systems, new formats and online searching has become so critically important that this part of the curriculum is displacing descriptive bibliography, content analysis, classification theory and other traditional subjects that were formally favorite residents in the one-year master's program." In his vision for the future, he calls for "10 higher order challenges that must be met by the library schools if library education is to fulfill its promises" for the 21st century.

Thomas J. Surprenant looks at the need to educate information professionals to meet the challenge of technology. He focuses on the rapid changes in automation and information technology and the importance of preparing new professionals to handle technology to satisfy library user needs, and he shows how the library schools are providing this education. He argues that "technology is moving people from the back room into a dynamic information environment." Because of the rapid obsolescence of technology, Surprenant warns that "we have to reinvest continuously in new or improved technologies in order to remain relevant in a world of digital information." With reference to the conflict between practical and theoretical training in the education of library personnel, he advises that "since it is much easier to teach applications than theory, we must take care not to diffuse the curriculum too much by over-preponderance of technological courses at the expense of the theoretical."

Who are attending library and information science schools today? This was the question Emmett

dents attending library and information science programs between Fall 1979 and 1988. However, during this same period "the number of foreign students has increased by 27.82 percent from 389 in 1979 to 539 in 1988." Corry also provides interesting data on student's perceptions of the profession.

George S. Bobinski analyzes critical issues related to curriculum content. Is it possible to educate for public, school, youth services, special, college, university, research, technical processing, reference and other library services within a 36 semester hour curriculum or is it assumed graduates will pick up skills on the job? Should the curriculum be extended to two years? If it is extended to two years, where will funding be secured for scholarships for minority at-risk students? Should all graduates be generalists? These were the major questions with which Bobinski grapples in his essay. He reports that all library schools provide some opportunity for specialization. Nevertheless, he points out that "some students truly want to be generalists or have the flexibility of more than one specialization for greater opportunities in the job market." Turning to the question of whether or not the program should be extended beyond one year, Bobinski asks if "the one-year MLS can really prepare librarians for the profession and particularly prepare them for a specialization" and responds affirmatively, adding that "the hiring library must continue the preparation and education of the new graduate."

The question posed to Bernard Vavrek was: Is it true, as some professionals contend, that public libraries in rural or small communities need a person with special skills and, therefore, there should be "a rural library track" that focuses on the economics and sociology of these communities? Vavrek elucidates the complex workings of the rural environment and brings into relief some of the problems associated with rural areas. He says, "in most states, librarians in small communities have been disenfranchised because their voices — and needs — have been easily muffled by their collective and individual inability to represent themselves." He points out that the average annual budget in a rural community for library services is approximately $22,000, indicating that "this does not allow much elasticity in salary negotiations." Vavrek suggests four new directions that must be taken to strengthen the education of the library professional and library services in rural areas.

Virgil L.P. Blake was asked the question: In view of political, business and ethical scandals and the growing accountability now demanded of professionals, is it time that schools of library and information science begin to give courses and seminars on this subject rather than covering it in one unit of an introductory course? He found that "the concepts pertaining to ethical behavior are introduced in the required foundations course in library and information sciences" in the American Library Association (ALA) accredited library schools in New York State. While he found a few schools offering an elective course, it is his view that "the current, uncoordinated structures found in most schools of library and information science is no longer tolerated in educational programs dedicated to dentistry, medicine and law...." He admonishes that "By emulating the curricula patterns of these other fields, library and information science could take a step toward shedding its reputation as a semi-profession."

Richard J. Cox looked at the role of library schools in archival education. He responds to the question: Do library and information science programs have a stake in archival education? To answer this fundamental question, Cox raises two serious questions: can individuals be considered educated thoroughly to function as librarians and information scientists if their education lacks exposure to the preservation of information in all forms — printed, manuscript and machine-readable? Can librarians and information scientists be concerned with providing information to a society without considering what portion of that information should be preserved for posterity? He postulates that "while it is reasonable, therefore, that a well-rounded curriculum for librarianship include archival administration, it is also very important for the Empire State's library community to have access to educational offerings in archives and records management." In addition to a description of the graduate archival education in New York State, he points out that "New York ranks at the top of the states in the number of archival education programs and courses," and suggests how to strengthen graduate archival education.

Amy E. Spaulding was reminded that certain schools have almost abandoned courses and programs that prepare librarians to serve the youth. The question posed was: Do we still consider the youth our future? Why should we insist on excellence in education when we are not preparing professionals to educate youth in the use of libraries, joy and pleasure of reading? She discusses the new mission for library media specialists and the competencies for librarians serving children in public libraries. She calls for youth librarians to have knowledge of new technology and declares that "determining ways to give new librarians for young people the heart to experiment and make sure that all young people have access to information in all forms, is the most important challenge to the field in the next decade as we prepare for the 21st century."

We Americans glibly say that we live in a global society. Yet some of our ALA accredited programs de-emphasize comparative and international librarianship. The growth of international cooperative library and information networks makes a reexamination of this subject imperative. Marta Dosa reviews "the factors that affect professional preparation with an international perspective and attempts to create a framework in which different approaches to the curriculum may be contemplated." Dosa examines international markets for information education and reveals that "in a growing number of countries, data for planning the national information work force have been recognized as a pivotal need for socioeconomic development planning." She examines the products of international courses and looks at the environment, suggesting an approach to course content. She reminds library educators that "the long-range goal of international learning is to develop the ability to deal with political and organizational complexity, to learn to appreciate various cultures in which libraries and information systems operate and to pave the way for international professional cooperation."

In an article dealing with what library schools teach about professional organizations, Inez L. Sperr-Brisfjord brings to light information she found, as well as opposing views. "In the formal education program there is a direct focus on professional associations in introductory library and information science courses and to a lesser extent, in courses on administration and management of libraries by area of institutional specialization. Much more teaching and learning takes place indirectly, by way of discussion of the history, programs, policies and publications of professional association that is interwoven in the course work throughout the curriculum.... Nowhere does a course entitled *Professional Organizations* appear in the list of offering of ALA-accredited library school programs, but teaching and learning about them is an important aspect of professional education."

The promotion of continuing education by library schools is the focal point of Elizabeth Stone's article. Her questions were: What is the library school's responsibility in promoting continuing education? Should library schools work with other continuing education providers to sponsor continuing education programs?" She responds affirmatively to the discussion. Moreover, she emphasizes the importance of the library school developing its constituency into a lifelong student body. Stone also believes that "it is also important to recognize that the library school has an obligation to the profession and to the community to help those from other schools now located in the vicinity and to provide opportunities for continuing education for them also."

This writer chose to look at the recruitment of minorities, raising the question: What are the New York ALA accredited programs doing to recruit minorities to take care of a multiracial society and a diverse population in the State? After describing the demographics, declining enrollment of minorities in graduate education throughout the country, and examining the number of minorities in the library education programs in New York, he found that total minority enrollment in the eight schools consisted of 101 students; 80 of whom were studying at four New York schools: Columbia, Pratt, Queens and St. John's. In view of the large minority population in New York State and the rapidly growing minority population by the year 2000, he concludes there is a severe under representation of minorities in library and information science programs in New York State and the nation. He suggests a recruitment strategy that library schools could implement to ensure diversity in the libraries of New York State.

The American Library Association's Committee on Accreditation (COA) has been reviewing the process of accreditation with the view of bringing other professional associations into the process. Herman L. Totten was asked the following questions: Will this improve the accrediting process? Will the new program ensure quality? Will it ensure that the concerns of the other professional organizations are adequately considered by COA? Will revision of the 1972 standards have an impact? Totten responds affirmatively to all of these questions. He declares, "the *Standards* currently reflect a narrow focus on traditional concepts in librarianship. This focus must be broadened to include all information agencies and professions served by the accredited graduate programs. Replacing `library science' with `library and information studies' is one example of such broadening."

Robert A. Karlowich and Rhoda Garoogian were asked to look at the history of library education in New York State. They examine the contributions of two women who carried forward library education in this country from its inception by Melvil Dewey. Mary Wright Plummer, who graduated from the first class of the Columbia College School of Library Economy in 1888, and Josephine Adams Rathbone, who graduated from the New York State Library School in Albany in 1893, made enormous contributions to the growth and development of the Pratt Library School. It was Rathborne who wrote "Pratt school was the first offspring of Mr. Dewey's fertile idea outside the walls of Columbia itself...." Karlowich and Garoogian conclude that "the library school at Pratt continued a program started in Manhattan by Melvil

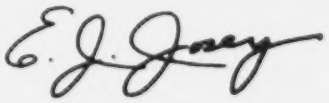
Dewey, added the techniques taught in Albany and mixed them successfully in Brooklyn." They add, "Miss Plummer then brought them to the New York Public Library, where they were again later combined with Albany, only now returned to Columbia."

Suzanne Hildenbrand presents profiles of the library and information science schools in New York State and a portrait of curricular programs offered, degrees granted, including joint degree programs, and special programs. Data for each school show basic statistics, including budget, volumes in library, total faculty, etc. "Eight Paths to Excellence" is an appropriate titled for the profile because most of these programs are some of the most creative and innovative in the nation. Hildenbrand suggests that "while the very diversity of the group inhibits generalization it is possible to observe that as a whole these programs have shown the ability to adapt to the changing needs of our society for information professionals."

Joseph F. Shubert and Patricia Dyer propose an alternative means of delivering library education to a larger body of students through cooperation on the part of the Regents, the New York Library Association, the Regents College Degrees, New York State's accredited library schools and the new SUNY satellite communications network. As we journey into the 21st century and plan to serve the information needs of the people, I am reminded of the words of Melvil Dewey, who wrote in the *Library Journal* in 1876 that

> "The time has at last come when a librarian may, without assumption, speak of his occupation as a profession....The best librarians are no longer men of merely negative virtues. They are positive, aggressive characters, standing in the front rank of the educators of their communities, side by side with the preachers and the teachers...."*

From the evidence put forth in this issue of *The Bookmark*, I conclude that the librarians and information personnel of the future will be educated men and women who not only bring innovative approaches to the profession, but will also be creative leaders in their communities.



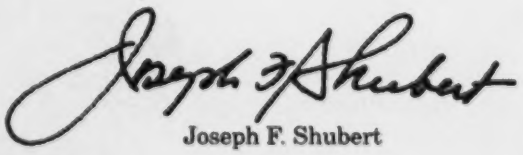
E.J. Josey

* Volume 1, page 5.

As expected, E.J. Josey has produced a thought-provoking and important issue of *The Bookmark* focusing on library and information services for an information society. No aspect of education is immune from examination and change. The articles in this issue will help readers think about changes under way and needed in library education.

The issue is particularly timely because two important conferences in 1990 will find these articles helpful: The New York State Governor's Conference on Library and Information Services and a November 1990 conference to be held by the New York Library Association. The latter, "Who Will Follow Dewey's Paths?" will consider the shortage of librarians in New York State and educational solutions to the shortage.

In November 1989, the Rockefeller College of the State University at Albany recognized Dr. Josey's leadership in the library profession and library education and presented him the Rockefeller Distinguished Alumni Award.



Joseph F. Shubert

READY OR NOT HERE IT COMES: LIBRARY EDUCATION FOR 21st CENTURY NEW YORK STATE

By Richard S. Halsey, Dean, School of Information Science and Policy, The University at Albany (NY)

Ready or not, library education is engaged in a timed contest for its curricular vehicles. Forthcoming changes in the society, economy and demographics will test deans' and directors' intelligence, willpower and diplomacy and also test faculty teaching, research and service skills. In this gymkhana, the library education programs must anticipate turns on a treacherous fast track and respond rapidly to uncertain road conditions. They will either negotiate the turns intact or spin out and hit the wall. In New York State, the demography and economy a decade hence will test library education's ingenuity and imagination. Institutional Transformation (IT) is in the wind for the schools and the libraries, archives, records and information centers that receive their product, newly credentialed professionals. What follows is a summary of today's student objectives, a preview of tomorrow's socioeconomic environment and suggestions for heedful action. Because the New York State schools are a microcosm of the entire library education establishment, because they are competitive, because they provide as wide a range of educational options as can be found anywhere in the United States, they foreshadow in their programs, goals and objectives what later becomes the norm for the nation.

CURRENT OBJECTIVES FOR MLS GRADUATES

In 1989, New York State's eight ALA accredited schools posted approximately 75 different objectives to be achieved by their respective MLS program graduates. These have been distilled to the nine most often stated exit competencies appearing in graduate bulletins and catalogs. According to this evidence, the model graduate is expected to be able to:

1. evaluate, understand, select and apply systems for the organization of recorded knowledge;
2. understand the principles and techniques of management;
3. identify and use relevant research findings;
4. recognize the necessity of continuing education after graduation;
5. comprehend the importance of interpersonal relations and effective communication on the job;
6. evaluate and apply appropriate technologies to the management of libraries;
7. deal with selection and collection development in the context of standards and local needs;
8. identify the goals and characteristics of different types of libraries and information centers and services; and
9. assume a professional role, apply principles and theory and contribute to the development of the field of information and library science.

Supporting these objectives is a core or set of foundation courses that must be taken by all students that are common to the majority of the schools. In rank order of frequency of citation, these focus on the following topics:

1. Bibliographic control or organization of recorded knowledge
2. Foundations of the field of library and information science
3. Basic reference resources and services
4. Library administration
5. Information technology and library automation
6. Research methods

In a 30-year period, the only major changes in emphasis have been the addition of a core course on information technology and decreased prominence of basic reference. In today's library/information center settings, ability to work with hardware, software, systems, new formats and online searching has become so critically important that this part of the curriculum is displacing descriptive bibliography, content analysis, classification theory and other traditional subjects that were formerly favorite residents in the one-year master's program.

LIBRARY EDUCATION DEMOGRAPHICS

Demographically speaking, library education in the State is at par. New York's eight schools (approximately 15 percent of the 53 based in the U.S.) also include approximately 16 percent of all U.S. based faculty and students. The density, distribution and educational need of metropolitan New York City and State populations apparently justify the current, high concentration of schools.

The ratio of enrolled full-time women to full-time men ranged from 4.5 to 1.0 at Long Island University

to 1.0 to 1.1 (more men than women) at Syracuse University. Syracuse, Pratt, Columbia drew the most men; LIU, SUNY Buffalo, SUNY Albany attracted proportionately more women.

Minorities at the master's level comprised only 6.3 percent of the total student population; however this 6.3 percent accounted for 44.7 percent of the total minority student population found in the 53 U.S. schools. So, within the library education domain, the State schools enroll a disproportionately high percentage of minorities vis a vis peer programs outside of New York and more men are entering the field.

In the near future, the State's demographics and the quality of life beyond the schools' walls will change radically, imposing responsible rethinking of schools' basic missions, goals, objectives, curricula.

The State's population as a whole will increase very slowly at a rate approximating only one-third that of the national population's gain. The Mid-Hudson Valley and North Country are expected to grow at rates approximating 20 and 19 percent respectively between 1980 and 2000; the largest decline will occur in the Buffalo area. There will be many more of the elderly and far fewer children. By the year 2000, children will constitute the smallest part of the population of New York that has ever been recorded, and these newborn will form the first generation to not surpass the educational attainment of its parents. Children of minorities will even more frequently be members of families below the poverty line (in 1980 this applied to one out of three black children and one out of two Hispanic infants). By the year 2000 A.D., one of every three New Yorkers will be nonwhite. Therefore acquisition of literacy and basic math must be stressed as much as or even more than technical skills or the elderly might conceivably have to be induced to return to the job market in order to support the incoming cohort of incompetents.

OTHER CHANGES

The economy is experiencing significant structural changes that will place a premium on communication skills for survival in the future labor market. Illiteracy adversely affects not only the labor supply; it results in lost productivity, increased incidence of workplace accidents, absenteeism, poor product quality, lost supervisory time, increased welfare costs, diminished tax revenue and a need for additional remedial education. New York's resurgence as the Empire State will depend upon its commitment to building a productive diverse citizenry that can make its industry competitive. In 1960, New York manufactured 33 percent of the nation's computer equipment and 56 percent of its scientific instruments. By 1980, the State's relative share of these markets had fallen to 12.6 and 14.6 percent respectively. Apparently New York subsidizes innovative development without reaping lasting benefits. At the point an industry begins to earn significant profits, expand its workforce and generate tax revenue, it moves away. Markets are also becoming less standardized so success on the job will depend less upon demographics and occupational titles than on creative and adaptive ability, a kind of competence dependent upon ingestion of the wealth of information and recorded knowledge that only first-rate libraries can deliver. Involvement of well educated, informed, literate workers will be essential. Seven technological growth industries with high ratios of research and development expenditures to sales are based in New York State. These same industries may harbor the best positions for information professionals over the next decade. They include pharmaceuticals, industrial organic chemicals, office and computing equipment, communications hardware, electronic components, aircraft and scientific instruments. Unfortunately, New York has become a laggard with an increase of only 13.7 percent occurring in the State compared with 50.9 percent expansion in the U.S. as a whole. An eighth high-growth area, missiles, is expected to falter as U.S. spending for military purposes declines. At the same time, New York's share of Federal dollars to be funneled into public services is apt to rise slightly above its share of the nation's population if the expected $600 billion savings in foregone military expenditures materializes. Improving the information literacy of the U.S. is obviously one of the most highly leveraged ways to increase the return on the U.S. R & D investments, and one hopes that this "once in a nation's lifetime" opportunity is recognized at the highest levels of government.

The curriculum must toughen up.

If the preceding predictions hold up, the librarian of the 1950s and her or his counterpart in the year 2000 will be alike only in name. Tasks of the 21st century will differ substantially in content and require entirely different abilities. The library education establishment must stop falling behind and ready itself immediately for whatever place it deserves in the scheme of things.

NEW OBJECTIVES, CHALLENGES

The nine objectives cited at the beginning of this

article should be modified to reflect these postulates:

1. Familiarity with classification and the organization of knowledge is central to the field and should be retained.
2. The application of management is needed, understanding is not needed.
3. The ability to conduct research and evolve original theory will be essential.
4. "Recognition of the necessity of continuing education after graduation" is an admission that existing programs are running too fast on a narrow-gauge track that cannot carry the heavy freight of knowledge and skills required for survival in today's profession. Columbia, Syracuse and Albany have already extended their 36-credit (single calendar year) programs or are on the verge of so doing.
5. Skill in human relations and interpersonal communication should be required of any socially responsive professional.

6-7. These are also critically important.

8-9. The ability to identify goals and characteristics of different types of libraries and the urging of graduates to contribute fresh ideational grist to the field are so fundamental that their inclusion as separate objectives seems gratuitous.

Looking beyond the objectives, 10 higher order challenges must be met by the schools if library education is to fulfill its promise.

1. First, the curriculum must toughen up. Too many programs are young, mushy and marginal. Others are elderly, brittle and atrophied. The schools offer insufficient challenge and stimulation for persons who aspire to a career in a frontier profession. Potential dentists, business administrators, engineers and social workers face much stiffer entrance requirements than prospective librarians. Once in a program, the emphasis should be on creative thinking, not on the application of existing rules and mastery of procedures, many of which are arbitrary, antedated, or logically indefensible.
2. Interdisciplinary articulation and ethno-social diversity must become the rule. The library profession is undergoing rapid change, but much of what is dubbed professional education remains a sluggish, separatist and pseudoscholarly backwater on college and university campuses. Also, despite professional organizations' bombardment of well orchestrated inducements, fewer blacks and Hispanics are entering the field today than in the mid-1950s.
3. The MLS degree should require a full two years. Few other professions claim they can build a professional within a mere 12 months. Candidates for the MLS degree should spend a two-term internship participating in a supervised internship in an information handling organization relevant to the student's area of concentration. The culminating activity would be a seminar presentation in which the anomalies, pressures and problems faced in working life would be experienced and the perceptions of real and hypothesized worlds reconciled and integrated. Within the curricular frame, fully one quarter of the learning should be in cognate disciplines, e.g., computer science, communication, public administration, management, philosophy, psychology. This is because the future will be secure only for professionals who can answer such questions as "What constitutes appropriate and equitable service for various user populations?" "Should fees be imposed on persons conducting research for private gain?" "How do humans acquire information and structure it?" As a case in point, the answer to this last question can be derived only from philosophy, linguistics and cognitive psychology amongst other fields, combined with knowledge resident in our own discipline.

The management of information deals with problems in providing structured and predictable access to information. Information management must be examined in both a generic sense and in specific contexts, such as law, medicine, business, crime control, aging and education. The technology of information storage and retrieval constitutes a third area of inquiry and includes computer science, management information systems, artificial intelligence and decision support systems. Finally there are policy dilemmas: "Who may receive what information when and under what conditions?" "How do copyright law, privacy stipulations and regulatory constraints control or inhibit information production, flow and access?" A core course examining information, its ecology and public policy is a "must" in my judgment.

4. An undergraduate major in information sources, systems, services management is needed because librarianship is rarely a first-choice profession; it is chronically undervalued by high schoolers and undergraduates. Librarians perform tasks that differ markedly in content and require entirely different inventories of skills, knowledge and abilities from those appearing in most position descriptions. Unfortunately, this indifference to the quickened pace of change in the profession is abetted by official occupational

data that remain frozen in a 1950s mindset. An undergraduate major would also meet the needs of students who have computer skills but are more interested in textual than numerical analysis and who do not aspire to be programmers. Such a program would provide a platform for utilizing information as a paradigm to understand the present and future as envisioned by such writers as Shoshona Zuboff. It would provide a knowledge base and appreciation of the interdisciplinary nature of our field and the brightest and best students could be recruited directly from high school to fertilize the field with their presence. They would be persons for whom librarianship and information management was a first-choice concern and career. It would also enable graduate schools to concentrate on doing that which they have for so long postponed doing: that is, develop the theoretical base of the discipline while libraries could continue to place primary stress on practice and applications.

Defining the profession anew and developing multivalent and multilevel programs of study that can satisfy the conditions and challenges of the morrow are daunting but perhaps inescapable tasks. Aside from the above reasons, higher education will be called upon to provide more opportunities for baccalaureate education directed to the needs of a society that is racially and ethnically more diverse and that includes an ever smaller and more culturally heterogeneous pool of new high school graduates.

5. The research requirement should be expanded and upgraded from an exercise in amateur figure painting to a course on research methodology with built-in exercises in descriptive and parametric statistics. Persons who cannot differentiate between invalid and valid, spurious and significant, biased and objective research cannot be expected to assess critically the adequacy of hypotheses, designs of experiment, statistical significance tests and conclusions they encounter on the job and in the literature without having attained basic proficiency in inferential statistics.

6. Faculty recruitment has become a high order problem and challenge. As someone has pointed out, the old school encampments resemble the Maginot Line; they are outmoded and vulnerable to outflanking maneuvers. Reconnaissance scouts and allies must be mobilized if we are to hold the fort and go on the academic offensive. In the emergent top ranking schools, one notes that fully one third of the faculty are from other disciplines, e.g. communication, computer science, management, cognitive psychology, public administration, economics.

7. In New York State, population projections indicate that North Country will be growing faster than any other part of the State except the lower mid-Hudson valley. Future educational needs of the Adirondack upland and St. Lawrence Lowland regions should be answered by distance learning, development of an extension site or creation of a new library school.

8. The schools must strive harder to develop a strong sense of professional identity and pride amongst their graduates. Entering professionals should be able to define their responsibilities and entitlements, to differentiate between what they do and what other allied professionals do. They should be certain of their mission and roles, they should think creatively and have pride in mastering the art of utilizing knowledge, and they should want to inspire others to travel the same professional path.

9. CULTURE must again become a prized hallmark of the professional. If the function of the library or information system is to promote the interaction of human minds through the media of graphic and electronically encoded records, it is axiomatic that the intellectual content of these records must be appreciated and understood by the professionals entrusted with their interpretation, dissemination and delivery. The librarian's mission is to empower those who would weave into a unified whole the dream-life and vulgate of their contemporary, individual lives. The librarian should inspirit and seed a future culture springing from and belonging to all the people, not to an elite. This capacity to envision the essential ties between past and technological present and a globally networked future as everyone's to have and to hold — this is imperative. We must somehow stimulate and enable the minority to use the tools of culture — to think, to talk, to write, to control their personal destinies. In summary, the graduate of tomorrow must perceive culture as it once was, i.e., the husbandry and tending of the natural growth of the mind. Let us divorce "culture" from its elitist trappings and negative loadings of meaning (elitism — "culchah"; fascism — "Kultur"; effeteness — "culture vulture") and return it to its original state. As John Milton enjoined in *The Readie and Easy Way to Establish a Free Commonwealth* (1660), "to spread much more knowledge and civilitie, yea religion, through all parts of the land, by communicating the natural heat of government and culture more distributively to all extreme

parts, which now lie numm and neglected, would soon make the whole nation more industrious, more ingenuous at home, more potent, more honorable abroad."

10. Above all, the schools must not lose sight of the visionary aspects of the calling. That pair of lions in front of The New York Public Library symbolizes a mastery of double strength, the guardianship of the doors to the treasures of learning AND command of the Tree of Life, manifesting unity and diversity, regeneration and revelation. Such was the Paracelsian vision of the imponderable and immaterial, the one element common to all, of which all else would be merely derivative: the fabled universal solvent alkahest, wondrous answer to all the world's woes.

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THE CHALLENGE OF TECHNOLOGY: AN OPENING DISCUSSION

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The "Age of Information" is a phrase that has become so trite that we tend to discount the tremendous changes that it has been reflecting in libraries and information centers during the last 25-30 years. During that time we have moved from the dominance of print to a mixed information repertoire that stresses information over form. Information on video, audio and computer databases is now a substantial part of many libraries and information centers. Our daily business and bibliographic access points are rapidly evolving into the digital information format. Given this trend, it is important to identify some of the major issues as we move towards a new century.

LIBRARY AND INFORMATION CENTERS NEED TOTAL REORGANIZATION

The division of work responsibility between technical services and public services is as unworkable as it is invalid in our new technological era. Electronics have created a new work environment where technical services professionals are required to interact with the user and public service professionals are taking on new responsibilities for bibliographic control. Bibliographic networks, a decreasing need for original cataloging and increased duties for paraprofessionals are radically changing work relationships and responsibilities. Traditional operating structures are industrial age artifacts that prevent creative thinking about how and what we will provide to our publics. Technology is moving people from the back room into a dynamic information environment.

The online public access catalog (OPAC) is a bridging technology that has given us a view of possible future administrative and work arrangements. In an OPAC environment, every member of the professional staff becomes a teacher and, at minimum, a rudimentary database searcher. Traditional technical services staff have suddenly been thrust into the forefront because they are primarily responsible for the care and maintenance of the OPAC, which is rapidly assuming an expanded importance in user access to information. Not only must they maintain the integrity of the database, they must also observe and interact with users to test various interfaces. More, not less, work with the public will be the hallmark as traditional back room support activities change because of the electronic technology.

Public service professionals will no longer enjoy the luxury of waiting for patrons to ask reference questions. Custom designed databases, increased telecommunications capabilities, a rapidly growing group of highly sophisticated users and competition from for-profit information organizations will provide a sizeable challenge. The result is a need for a new aggressiveness on the part of all library and information professionals, especially those we have called public service librarians. Quality control will emerge as a dominant issue as the volume and sophistication of our information base increases. Librarians will no longer enjoy a profusion of unanswered or inappropriately answered queries. "Nothing less than 100 percent guaranteed accuracy" will be the slogan of the next century.

Both staff shortages and work volume are also forcing a major shift in the entire concept of reference and referral. Continued fiscal constraints combined with increased commitments to technology will necessitate a more effective, smaller staff, that is less engaged in administration than in service to the public. In addition, profound increases in the quantity of data available to the average citizen will swell the seeking of information by users. As bibliographic access increases in complexity the number of possible approaches to needed information will multiply. Thus, the referral and educational responsibilities of the professional staff will become more important.

This is not the place to engage in a complete redesign of the administrative structure of library and information centers for the year 2000, but some general comments are appropriate. Any new administrative and service structure must be sufficiently flexible that it can meet a changing technological or patron base with an absolute minimum of adjustment. Patterns of staffing, service etc., must adjust to changes on virtually a daily basis. It is highly likely that storage and manual retrieval of information will decrease in importance, and that "information" — regardless of format — will be the major thrust. To steal a phrase from an old TV advertising campaign, "Information is our most important product." If that phrase is even remotely true, we will have a much different organization in the year 2000 than we have today because storage will

become secondary as we focus largely on information.

Library and information professionals will need to shift both thinking and purpose as we move from the physical storage of print materials to an increasing dependence on the electronic database. (It is ironic that those who are involved with preservation will be the ones who hasten this day as they realize that the only way to preserve much of our heritage will be in digital form.) The book is not dead; it will be transformed and redefined in ways that will capitalize on its strengths (i.e., typography, visual elements, portability) as society evolves. We must recognize this evolution by moving with it. Our future libraries and information centers will truly be multimedia centers emphasizing all forms of information. If we fail to develop a new, more responsive organization centered around information, we may well see our place in society diminish as our information competitors fill the gap.

TECHNOLOGICAL CHANGE MEANS OBSOLESCENCE

Progress produces obsolescence. Some of the technological base in which we recently have invested will become obsolete quickly, either because mistakes have been made in adopting a particular technology or because newer and better technologies appear. The best example of a threatened technology is paper. It is a wonderful medium that has served our purposes well. However, the way in which paper has been manufactured in the last century contains the seeds of its own destruction. We are now aware of the immensity of the resulting problem as the books in our libraries and information centers deteriorate on the shelves. In the next couple of decades, we will suffer greatly because it is likely that not all of the information that has been put to paper will be preserved. Yet we and publishers allow this mistake to repeat itself every time we depend on acid-based paper.

While we deal with the vagaries of paper, we must also continually reinvest in new or improved technologies to remain relevant in a world of digital information.

Problems with the electronic technology are already becoming apparent. CD-ROM is in danger of becoming obsolete even as we adopt it. It is not the technology itself that we have to worry about; it is the size of the storage format. Present CDs are too limited in storage capacity and will soon be replaced by larger disk sizes. As we invest in electronic technologies we must realize that they may be quickly obsolete. Thus, while we have to deal with the vagaries of paper, we must also reinvest continually in new or improved technologies in order to remain relevant in a world of digital information. This is a key issue because we must retain the flexibility to change while, at the same time, we cannot put off to the future investments that will produce the information access needed today. It is vitally necessary that we stay on the "curve of innovation" in order to continue to be relevant.

EDUCATING LIBRARY AND INFORMATION SCIENCE PROFESSIONALS

One of the major problems that has long faced library and information science educators is the conflict between practical and theoretical training. This has bedeviled us in the past, and it will likely do the same in the future. The advent of electronic technology has increased the pressure on course content. There is no doubt that the practical uses of the electronic technology can and will be absorbed into the regular curriculum. We are past the "gee whiz" approach to technology and have realized that it is nothing more, albeit in a different form, than many of the tools that we have taught in the past. This trend is good because the technology itself should not be over-stressed; it is access to information that is important. Putting technology into the proper perspective of the world of information is an important function of education. However, since it is much easier to teach applications than theory, we must take care not to diffuse the curriculum too much by over-preponderance of technological courses at the expense of the theoretical. The continuing challenge is to integrate both so that they provide the mutual support necessary for coping with the information environment both today and in the future.

A generalist approach to information is the fast track to advancement.

The second major problem also comes from the past: the training of specialists for a generalist world. A look at job advertisements readily reveals how frequently potential employers list highly spe-

cific qualifications for entry-level positions. Yet, when someone is hired, it is quickly evident that a generalist approach to information is the fast track to advancement and that needed specific skills usually can be learned on the job. In a time of increasing shortages, it is likely that libraries and information centers will develop their on-the-job training programs if they are to begin to meet many of their needs for beginning librarians. This will provide a serious challenge to educators and to the professional certification process. Further, many libraries and information centers are suffering from a shortage of mid-level managers; it seems that we have created a problem by training too many specialists who do not seem to be able to shift to broader responsibilities. The problem for library and information science education is to cater to both needs by providing enough basic skills to get new professionals started while teaching a broader perspective that will ease the transition to the generalist view so necessary for professional advancement.

Human contact is central and critical to our future.

In what should the library and information scientist of the future have a firm grounding, in order to cope with situations in the year 2000 and beyond? A recognition of responsibility to humanize electronic technology is paramount. We must understand that it will be a long and hard fight to insure that the technology in our libraries and information centers is truly "user friendly." Future professionals are going to have to be well versed in this important role as more and more technology is added to our library and information centers. This means that students need an education in technology assessment, ergonomics, telecommunications and human/computer interaction. At the same time we must not lose sight of the fact that human contact is central and critical to our future. We have to train individuals who have a sound understanding of the value of human contact, information needs, information seeking behavior and information transfer. Person-to-person interaction is the heart of our profession, and we must exploit technology in maintaining it.

Another education goal relates to public policy. Never before in the history of the world has control over information come so close to being complete. We must educate future professionals concerning what will become a major public policy issue of this decade and on into the next century: significant attempts to restrict access to information for economic and national defense reasons. In the coming 20 years, our graduates may well face the most pervasive assault on first amendment rights since 1789. In addition, there is a strong possibility of an international information war as nations of the world attempt to control these resources. We must provide our students with the background that will allow them to take the responsibility to influence public policies regarding information and to be in the forefront of the creation of responsible laws and regulations.

CONCLUSIONS

We are on the verge of a massive societal and professional shift in the access and use of information. Schools of library and information science must address these problems in a creative way by providing a basis for survival in the coming century. Old ways of doing things are fast disappearing and will soon be replaced by new structures. While this is not the place to argue the value of these changes, it is certain that they will occur. In the continued evolution of the information age, libraries and information centers are in danger of becoming an anachronism: institutions of the old industrial age in a new age of information. What we teach our students in the next decade, and how they perform as professionals, will decide whether or not library and information centers will survive the transition. We must all address this tremendous challenge.

MASTER'S STUDENTS IN LIBRARY AND INFORMATION SCIENCE: A SELECTIVE COMPARISON OF SOME STATISTICAL STUDIES

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Over the last few years a change in the backgrounds and preparation of a small but significant number of library and information science students, especially those students coming from foreign countries, has become evident. The academic preparation of some of these students, especially in mathematics and information science, is in marked contrast to the academic backgrounds of most of our native students who usually are well prepared in the liberal arts. In addition, a number of these foreign students have career goals that will utilize the information science aspects of their preparation rather than traditional library science expectations.

Another aspect of statistical data that has received attention in the last two years has been the change in the numbers of students enrolled in programs of Library and Information Science in the New York area. An innovative, cooperative project to recruit new students to the profession will also be discussed in this article.

Lastly, an examination of two recent statistical studies reveals some interesting data that may show how European students of library and information science may differ from their American and Canadian counterparts in their personality profiles, academic backgrounds and career expectations.

The specific surveys examined were: the 1980 AALS *Library Education Statistical Report*[1]; the 1989 ALISE *Library and Information Science Education Statistical Report*[2]; Heim and Moen's *Occupational Entry: Library and Information Students' Attitudes, Demographics and Aspirations Survey* (the LISSADA Study)[3]; and an interesting survey from Europe by Bruyns entitled *Study Motivation, Work Orientation and 'Personality Structure' of Future Librarians: a Research Among Approximately 500 First-Year Library School Students From 8 European Countries.*[4]

INCREASE IN FOREIGN STUDENTS

While the number of students seeking the Master's degree in ALA-accredited Library and Information Science programs nationwide has increased by 7.45 percent in the nine-year period between fall 1979 [9,180 students — 6,233.69 FTEs in 63 schools][5] and fall 1988 [9,864 students — 6,337.95 FTEs in 56 schools][6]; in the same period the number of foreign students has increased by 27.82 percent, from 389 in 1979[7] to 539 in 1988[8]. However, if we examine only the numbers of full-time students in master's programs in these same two periods (since foreign students usually must be enrolled full-time), the percentage of foreign students in fall 1979 was 10.44 percent (3,726 full-time, including 389 foreign students),[9] and in fall 1988 the percentage increased only to 15.48 percent (3,481 full-time, including 539 foreign students).[10]

Table 1
Rankings of 10 Countries With the Highest Numbers of Students in ALA-Accredited Master's Programs in 1979 and 1988

	1979[13]			1988[14]	
1.	Republic of China (Taiwan)	53	1.	Republic of China	135
2.	Canada	34	2.	Peoples Republic of China	84
3.	Iran	24	3.	Korea	45
4.	India	21	4.	India	25
5.	Japan	16	5.	Hong Kong	20
6.	Korea	16	6.	Canada	17
7.	Peoples Republic of China	15	7.	Japan	12
8.	Nigeria	13	8.	Saudi Arabia	11
9.	Saudi Arabia	9	9.	Iran	9
10.	Indonesia	8	10.	England	9

WHERE FOREIGN STUDENTS ARE COMING FROM

Over the last nine years, foreign students in ALA-accredited Master's programs have come from over 80 different countries. Examination of the 1980 and 1989 AALS/ALISE *Reports* reveals some interesting data. The largest number of foreign students still comes from the Republic of China (Taiwan): 53 in 1979 and 135 in 1988. The second largest number of foreign students in 1988 is now from the Peoples Republic of China, increasing from 15 in 1979 to 84 in fall 1988. If the numbers of students from other Asian/Pacific-rim countries are added to the students from Taiwan and mainland China, the percentage of Asian/Pacific students in ALA Master's programs increased from 40.1 percent in 1979[11] to 57.14 percent in 1988.[12] Table 1 compares the rankings of 10 countries with the highest numbers of students attending ALA-accredited Master's programs in the United States and Canada in 1979 and 1988.

The *LISSADA Survey* also corroborates the 1988 ALISE *Report* ranking, but gives the largest number of foreign students who responded to their study as coming from the Peoples Republic of China.[15] Over the last four years, this writer has noted this steady increase in applications for admission from students in the Peoples Republic of China. Most of these students have had extensive preparation in mathematics and information science and indicate an interest in using the Master's degree to continue their work in the field of information science. Two examples: one application is from an electrical engineer with extensive experience in online information retrieval and networking technology; another is from a student who is also an electrical engineer and is a graduate student in space technology. If we continue to receive applications from such highly prepared students, Library and Information Science programs will need to decide if we can give them the courses they need to complement their education as information scientists.

NEW YORK LIBRARY SCHOOLS RECRUIT NEW STUDENTS

In the 1988/89 academic year, five schools of Library and Information Science in the greater New York Metropolitan area began to work together to coordinate their recruitment efforts. A comparison of enrollments in 1979 and 1988 for the eight ALA-accredited Master's programs in New York State (Table 2) shows the need for such action. While some schools were enjoying an increase, others were actively seeking recruits to the profession.

After a year of work, the committee of deans and directors, chaired by Michael Malinconico, Dean of Pratt Institute's School of Computer, Information and Library Sciences, hosted a day-long informational seminar for the New York Metropolitan College Career Counselors in fall 1988. The meeting, which was the regular fall gathering of the Counselors, was held in the elegant Trustees Room of The New York Public Library. A handsome, special informational brochure entitled, "Librarianship, The Information Profession: What Can I Do?; Where Are the Jobs?; How Do I Qualify?" was prepared and distributed. It contained a page inviting college graduates to learn about the profession and was followed by individually prepared pages explaining each school's program and the job possibilities of each of the three public library systems that serve the five boroughs of New York City.

STUDENT PERCEPTIONS OF THE PROFESSION

The Heim and Moen LISSADA Survey[18] and the Bruyns Study[19] show some interesting contrasts in the ways European and American/Canadian Library and Information students perceive the profession they

Table 2

Enrollment in Master's Programs in New York State in 1979 and 1988

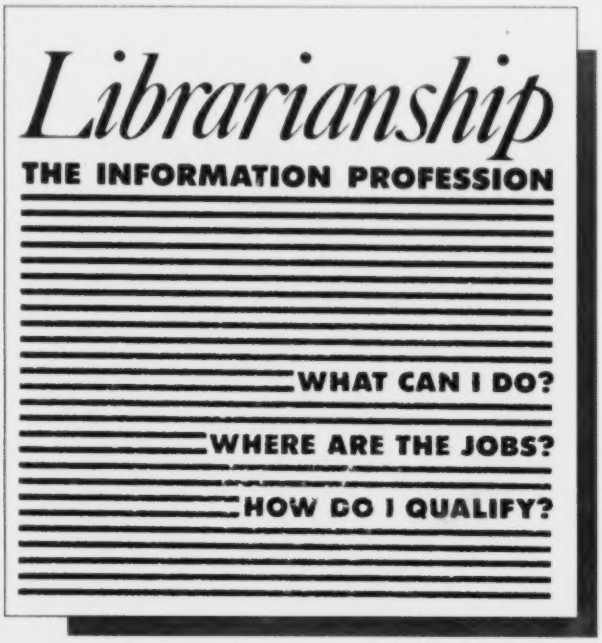
	1979[16]			1988[17]		
	F-T P-T	FTE	Total FTE	F-T P-T	FTE	Total FTE
Albany	73	70.06	143.06	93	35.90	128.90
Buffalo	81	36.50	117.50	99	45.50	144.50
Columbia	78	41.75	119.75	59	57.25	116.25
Long Island	19	88	107	65	165.73	230.73
Pratt	54	61.20	115.20	26	49.33	75.33
Queens	12	30	42	32	80.25	112.25
St. John's	24	28.96	52.96	15	23.75	38.75
Syracuse	39	36.66	75.66	44	49.50	93.50

are preparing to enter. Both groups see librarianship as a service-oriented profession with the Europeans giving this characteristic a 77.5 percent rank among nine. American/Canadian students gave this aspect of librarianship an almost 93 percent in a five-choice spectrum of "not at all" to "very much."

However, in three other characteristics the Europeans differ markedly from their American/Canadian fellows. In describing the library as a dynamic institution, only 16 percent of the Europeans agreed with this description, whereas more than 56 percent of American/Canadian students gave the library at least a four or five value in this category.

Stress as a component of library work was also seen differently by the two groups. Only 5.5 percent of the Europeans saw that stress might be a characteristic in libraries; but the American/Canadians, by 41.3 percent, believed that stress (in values 4 to 5) might be present in library work.

Most revealing of all were the characteristics of "challenging," "demanding," and "an institution that demands a lot from its employees" as part of librarianship. The Europeans gave this a 15.5 percent ranking; but the American/Canadians gave this an 84.5 value in the "four" and "five" values in the scale of five.



While we American/Canadian Library and Information Science programs may be critically evaluating our own educational efforts through our American Library Association's Committee on Accreditation, we should appreciate that our students do have a fair perception of what our profession holds for them in the future — a profession that will be challenging, service-oriented, demanding and somewhat stressful.

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[15] Heim, K., and Moen, W. p. 90.

[16] AALS 1980 *Report*. pp. S-4-12.

[17] ALISE 1989 *Report*. p. 75.

[18] Heim, K., and Moen, W. p. 48.

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HOW DO CURRENT LIBRARY SCHOOL CURRICULA PREPARE LIBRARIANS FOR ALL TYPES OF SPECIALIZATIONS?

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Before we can answer the question posed in the title of this paper we need to have background information in three areas: the characteristics of current Master of Library Science curricula; a profile of incoming MLS students; and a description of the job market for graduating MLS students.

For most curricula 36 credit hours seems to be the standard. According to the latest data from ALISE (Association for Library and Information Science Education), 36 out of the 53 accredited library schools in the United States require 36 credit hours. Three actually require less than 36 credit hours, while 11 require between 37 and 42 credit hours (39 credit hours being the median). Three require 48 or more credit hours, which usually means a two-year (four-semester) program that can be shortened by summer session study. Most 36 credit hour programs can be completed in two semesters plus one summer of full-time study.[1]

All MLS programs require certain courses. The range of credit hours for these courses (according to ALISE data) is 9-21, with 12 credit hours being the norm. Typically these required courses include: an introductory survey course; reference sources; cataloging; a basic computer or information science course; library management; and research methods. Thirteen library schools require field work or a practicum experience. The remainder offer this as an elective course.

THE STUDENTS

MLS students who enter library schools are in many ways very different from graduate students entering traditional academic disciplines. Almost all students come to library school with no undergraduate preparation in library science but rather from a wide variety of undergraduate majors. We must introduce them to the field through core and survey courses and yet also allow them to specialize — all within a relatively short curriculum and time span.

MLS students come from a wide variety of backgrounds: in age level (21-51 years old at Buffalo); in library experience (from none to extensive subprofessional experience); and in previous general work experience. Some are fresh out of college while others may have been through a half dozen jobs. Still others have been raising children and are entering a new career at a later age.

Many MLS students attend part time. Indeed, most of the schools located in urban areas have well over half of their student body on a part-time basis. Most schools have five- to seven-year time periods for the completion of MLS degrees.

MLS students are very different from graduate students entering traditional academic disciplines.

Another characteristic of incoming students is that many of them don't think of specializing as they enter the program because they don't know the field well enough to make that decision. It may not be until halfway through the MLS program or later that they can make the choice. Sometimes it is too late. Others, who thought they knew what they were going to specialize in, discover other, more exciting areas. Finally, some students truly want to be generalists or want the flexibility of more than one specialization for greater opportunities in the job market.

Job opportunities are myriad both by type of library and/or by type of work in a library:

- Public library work can be in a research collection in the central main library, in a small branch or in a medium-size town library.
- Academic libraries offer opportunities in community colleges, four-year colleges or in a multilibrary-unit university library. Each is very different.
- Special libraries can be anywhere and everywhere, ranging from a historical society to a corporation to a law firm.
- School library media centers are offering increasing opportunities at various grade levels in both public and private schools.

The variety continues because many of the above opportunities can be further categorized by type of work: reference; acquisitions/selection; cataloging; children's and/or young adult; bibliographic instruction; outreach; adult services; A/V; etc. One could go on with dozens of additional specialties.

There are about 120,000 libraries in the United States, but the great majority are small (one professional librarian operations). There is opportunity for MLS generalists as well as specialists.

Finally, there are many opportunities for MLS graduates in nonlibrary positions throughout the rapidly growing information industry.

THE SPECIALIZATIONS

All library schools provide some opportunity for specialization. Indeed, some require that a specialization be picked. This is demonstrated through a brief survey of the MLS curricula in the eight accredited MLS programs in New York State as obtained from the latest available catalogs from the schools.

State University of New York at Albany School of Information Science and Policy

Requires 36 credit hours for the MLS
Four core courses are required:

The Information Environment
Information Processing
Information Sources and Services
Information Systems and Technology Applications

Also required is a Research Seminar or Thesis as well as basic competency in research methodology as evidenced by previous coursework, research experience or successful completion of two research methods courses.
Three specializations are offered with each requiring from three to five additional courses:

- School library media management
- Medical health sciences information resources management
- Archives and records management

Other specializations may also be arranged with faculty guidance.
Dual Master's degrees are available with History and English.

State University of New York at Buffalo School of Information and Library Studies

Requires 36 credit hours for the MLS
Four core courses are required:

- Introduction to Library and Information Studies
- General Reference and Information Sources
- Organization and Control of Recorded Information I
- Management of Libraries and Information Agencies

Two formal specializations are offered with additional required courses:

- School library media
- Music librarianship (This is usually taken with a Master's in Music History for a double degree program in music librarianship)

Informal specializations are offered through suggested courses in the following areas:

- Selection/collection development
- Cataloging/classification
- Reference service
- Information processing
- Media resources and services
- Public librarianship
- Academic libraries
- Health science librarianship
- Technical/industrial libraries

Other specializations may also be arranged. It is also possible to pursue a dual degree earning a J.D. and an MLS for Law Librarianship.

Columbia University School of Library Service

Requires 48 credit hours for the MLS
There are five required courses:

- Introduction to Library and Information Science
- Introduction to Research in Library and Information Science
- Introduction to Information Services
- Elements of Computer and Communications Technology
- Introduction to Bibliographic Control

When these five courses are completed, students must pass a comprehensive examination. Each student must then select 1 of 11 programs of study. Each of these specializations requires from four to six specific courses:

- Academic and research librarianship
- Archives management and organization
- Bibliographic control
- Conservator program (has more extensive requirements)
- Information science and systems
- Information services

- Management and administration
- Preservation administration (has more extensive requirements)
- Public librarianship
- Rare books and special collections
- Special libraries, information centers and independent specialties

Long Island University, C.W. Post Campus
Palmer School of Library and Information Science

Requires 36 credit hours for the MLS
Required courses total 12 credits:

- Introduction to Library Science
- Information Sources and Services
- Organization of Library Materials
- Methods of Library and Information Science Research

A library administration course must also be selected. Various areas of specialization are offered with both required and elective courses:

- College and university librarianship
- Special libraries and information centers
- Business librarianship
- Health science librarianship
- Media specialist
- Public librarianship

Pratt Institute
Graduate Library and Information Science Program

The MLS requires 36 credit hours
Six core courses are required:

- Information, Libraries and Society
- Information Sources
- Organization of Information
- Technology of Information Storage and Retrieval
- Online Searching and Services
- Management of Libraries and Information Centers

Students are encouraged to develop their own plans of study to satisfy their own career needs. The following specializations are offered with additional required courses:

- Law librarianship
- Health sciences/medical librarianship
- Records management
- School media
- Business/corporate librarianship

A joint degree in cooperation with the Brooklyn Law School is offered (MLS/JD) as preparation for Law Librarianship.

Queens College
Graduate School of Library and Information Studies

Requires 36 credit hours for the MLS
Five courses are required:

- Fundamentals of Library and Information Science
- Information Sources and Services
- Introduction to Technical Services
- One of the following three courses is required:

  Information Sources and Services: Science and Technology
  Information Sources and Services: Social Sciences
  Information Sources and Services: Humanities
- All students must also complete satisfactorily an investigative or research project in conjunction with Research and Bibliographic Methods

Specializations are offered informally through advisement in a wide range of areas including:

- Public, academic, research and special libraries as well as information related agencies
- Media librarianship
- Abstracting and indexing
- Automation planning and implementation
- Reference-information services
- Technical services librarianship
- Work with children and young adults in public libraries

A specialization for school library media specialists is also offered.

St. John's University
Division of Library and Information Science

Requires 36 credit hours for the MLS
There are four required courses:

- Introduction to Cataloging and Classification
- Introduction to Information Science
- Introduction to Reference Service and Materials
- Management of Information Facilities

Students must also take one of the following courses:

- Information Sources in the Humanities
- Information Sources in the Social Sciences
- Information Sources in Science and Technology

All students are required to choose one of the following concentrations:

- Archives and records management
- Book studies
- Cataloging and classification
- Children's/young adult services
- Information organization and retrieval
- Library automation and information technology
- Management/administration
- Materials bibliography
- Public, academic, special librarianship (business, law, medical)
- Public services
- Reference services (manual and online)
- School librarianship
- Technical services

There is also available a double Master's Degree for drug information specialist (MS in Pharmaceutical Science plus the MLS).

Syracuse University
School of Information Studies

Requires 36 credits for the MLS degree
Required courses total 18 to 21 credit hours and include:

- Introduction to the Library and Information Profession

and

- Basic courses, which include:

Management Principles for Information Services
Reference and Information Services
Organization of Information Resources
Governments and Information
Online Retrieval Systems
Computer Use in Small Libraries

Concentration and electives are available through 9-12 credit hours of coursework in the following 10 areas:

- Academic librarianship
- Archival and records management
- Art and museum librarianship
- Corporate and special librarianship
- Gerontology
- Information systems
- Law librarianship
- Online specialization
- Organization of information
- Public librarianship

Finally, a three- to six-credit field work or internship experience is required of all MLS students. Syracuse also offers a special track of courses for school media specialization within the MLS program.

ALA STANDARDS AND SPECIALIZATION

What do the ALA Standards for Accreditation say about specialization? The current standards state the following under Curriculum:

> STANDARD: The programs of the school should provide for the study of principles and procedures common to all types of libraries and library services. A study of specialized service in either general or special libraries may occupy a place in the basic program. Specialization should be built upon a foundation of general academic and professional education and should include interdisciplinary work pertinent to the program of the individual student. A library school offering a single specialization may satisfy the *Standards for Accreditation*, if, in addition to its special curricular emphasis, it provides for the study of general professional principles and procedures prescribed by this standard.[2]

A recently proposed position statement from the ALA Office for Library Personnel Resources Advisory Committee expresses the following view.

> The function of a professional school is to educate for the broad field, not to emphasize training in the narrow skills of the field. Skills development comes during an internship period or during the first years of professional practice.
>
> The emphasis on the core curriculum, especially including core contributions from information science and other disciplines, is an indication of a strong desire of library educators to maintain a generalist as opposed to a variety of specialist curricula.
>
> Education for the practice of librarianship at the professional level is not only for the first year but for the practitioners' final year. The aim is to prepare students for a career, not for performing narrow tasks.[3]

There is a question by some in the field whether the one-year MLS can really prepare librarians for the profession and particularly prepare them for a specialization. My response to this is "yes," but the hiring library must continue the preparation and education of the new graduate. And, indeed, so must the graduate. Within a few years the education gained for the MLS is outdated. This is why we have so many continuing education offerings in our field.

There are those who espouse the extension of the one-year MLS to two years. This notion has not been widely accepted by library schools as is evidenced by the small number of such programs. The costs are high in terms of money and time for the student. They are also high for the university and school since such programs are costlier than the one-year MLS. There seems to be no evidence showing that graduates of two-year programs earn more than graduates of one-year programs.

Many in the profession seem to have forgotten that most schools of library science have sixth-year certificate programs in place. These are usually 30 credit hour programs beyond the MLS degree. They provide further opportunities for specializations in depth. It would seem that a one-year MLS plus a Post Master's Certificate would be a better approach than a two-year MLS. Two degrees are better than one. The Certificate can be taken by those who want or need it. Those who do not can stop with a traditional one-year MLS.

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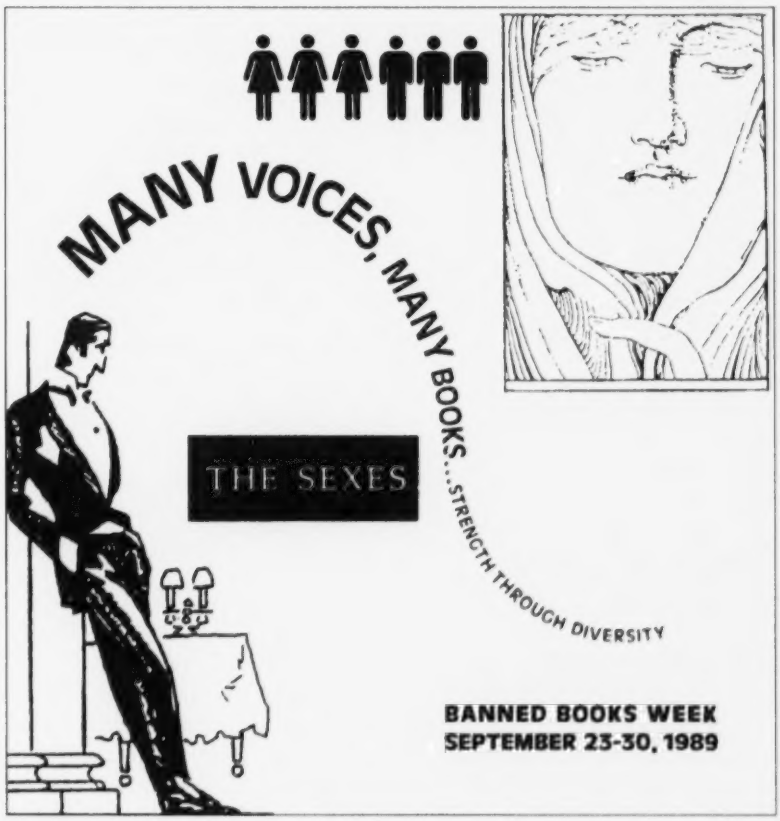

EDUCATING RURAL LIBRARIANS: IS THE SKY FALLING?

By Bernard Vavrek, Coordinator,
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Of the issues confronting those who have an interest or responsibility for the development of library services in small, rural communities of the United States, none is as confounding as the matter of educating personnel. The purpose of this essay is to express the nuances of this dilemma. As a context for this discussion, "rural" is defined using the U. S. Bureau of Census paradigm — a town consisting of fewer than 2,500 people. Today, rural no longer exclusively means the farm or farming. Rather, it comprises a continuum of communities that include ranch, resort, retirement, mining, industrial, college/university and governmental. "Small" is a substitute term for those who do not think of the place in which they live as being rural in nature.

While public libraries in small and rural communities comprise the vast majority of service outlets in this country, the realization of this phenomenon has been a closely guarded secret among everyone except those living there. In most states, librarians in small communities have been disenfranchised because their voices — and needs — have been easily muffled inasmuch as they exhibit a collective and individual inability to represent themselves. These persons typically do not belong to national library-type organizations, and state association meetings, until lately, have been usually predominated by the actions of those who represent large library models. When conferences are organized, for example, rarely are speakers chosen to indicate what small communities lack. It is difficult for a librarian (staff person for those wanting exactness) to relate to a discussion of the vagaries of planning for automated services that cost hundreds of thousands of dollars when one is still concerned about a reliable electrical supply for the library. No, there hasn't been a plot against rural people or those living in small towns. In fact, great applause must be directed to those at all levels — state library agencies, library cooperatives and consortia, local consultants, etc., who have and are attempting to examine librarianship in a holistic fashion rather than having it conceived only at the metropolitan library level. And progress is being made. Presently, seven states have rural library consultants within development agencies.[1] What has been exposed, however, in this introspective examination of "micro-librarianship" is the immensity of the problem — particularly as it relates to library education.

There is a disinclination to create a staffing problem by hiring a person "from away."

Currently, only about 25 percent of the full-time staff of America's rural libraries (for the remainder of this manuscript, "rural" will also include small towns) are trained at the master's level.[2] Full-time commitment is emphasized here because of the fact that a majority of rural libraries are staffed by only one person, who is expected to do a little of everything. While the percentages will vary from state to state, there is no hiding the magnitude of the problem. Unfortunately, the reasons for the dearth of academically trained librarians are not difficult to grasp. They include:

1. The "natural" conservativeness of rural towns that do not place a great deal of value on things that are educational in nature. Regardless of the current reemphasis on the library and its educational role, the public library is perceived by local decision makers as a recreational resource along with playgrounds, etc. In this context, the library's vitality is hidden among other things.
2. The resistance to change is another important factor. It is difficult to sell the notion that an academically certified librarian is needed in the community if the public library has functioned perfectly well without such a person. Also, there is a disinclination to create a staffing problem with a person "from away" (an expression used among our friends in Maine) when the local librarian is well-known and loved by the community.
3. The inability to pay a salary commensurate with the job is a consideration that cannot be easily discounted. Ongoing research conducted by the Center for the Study of Rural Librarianship at Clarion University suggests that the average annual budget (total) in a rural community is approximately

$22,000. This does not allow much elasticity in salary negotiations. While the author has purposefully selected the smallest model of service to illustrate the existing financial shortfall, it is a difficult matter for some individuals to understand that in most communities there are simply not enough dollars to successfully manage the library at the minimal level. So much time is spent at fund raising enterprises that it is difficult for those concerned to concentrate on any additional long-range goals other than survival. Unfortunately, in the future the competition is going to get sharper.

4. Before the current realization that there was a national scarcity of librarians, employers appreciated the difficulties associated with enticing individuals to small town America. While Clarion, among other schools, attracts students who are interested in residing and professing librarianship in small communities, the anticipated charm usually attributed to the country is not always the same when encountered on a daily basis.

Development agencies do not have a priority for upgrading library staff education at the master's level.

In addition to the declension of reasons noted above, the most serious factor hindering the education of rural staff may be the lack of an incentive for change within the library profession. This individual has thought a great deal about the responsibilities associated with providing library education, not surprisingly since this topic has been my life. For example, one has anguished over the fact that continuing education activities aimed at rural staff people may be counterproductive to encouraging these individuals to pursue their academic certification. Conclusion: while this hypothesis may be true, one has no alternative but to deal with existing staff needs. But it was only after a recent discussion with a prospective student, that it became clear that one had overlooked a key element in this educational drama. What, for example, is the incentive for one to want to pursue a master's degree in library/information science? Is it a matter of a lucrative salary waiting for the future degree holder? Is it because of community pressure by local authorities who want the best possible library service available and this is equated with having an academically trained librarian? Is it because the state library agency/commission has provided a fiscal carrot for this educational pursuit?

Unfortunately, the answer to these questions is the same, no. An average salary of $15,000 doesn't compete very well with the pharmacy student who can earn $30,000 per annum. Local municipalities are so typically strapped to provide all of the services required today, as mentioned previously, that the library is not always a key priority. And, other than instances to meet minimal requirements for financial aid, it appears that state development agencies do not have a priority associated with upgrading library staff education at the master's level. One is not casting aspersions on efforts of continuing education, in whatever form they take, but rather at the lack of a clear incentive (it would have to be financial) that encourages a community to hire an academically trained librarian when this has nothing to do with meeting state aid requirements. My quick and unscientific polling of state library authorities suggests that no part of the country is providing leadership in this endeavor.

Above, the author mentioned that a recent conversation with a student helped to solidify the significance attached to personal incentives for pursuing a master's degree, as opposed to external forces. This condition was not unknown; the author has publicly and individually applauded the motivation of new students who choose librarianship as a way of serving society and satisfying themselves. What was different about this case poignantly revealed the educational dilemma existing in rural areas: a mature person who has spent more than 10 years as the librarian in a small public library, which is the average tenure, and now realizes that one will never be paid more than minimum wage without additional education. Further, compounding the circumstances is the fact that this individual has had no formal education beyond high school and is close to collecting social security. Regardless of the outcome of this scenario — every new encounter brings different characteristics — the person being described is self-motivated to pursue formal library education. She or he has not been encouraged by the board of trustees or the state library agency. If we are to make consistent progress in the future, other players must be involved to encourage development. Otherwise, local communities will never find themselves, literally or philosophically, in a mode to hire an academically trained librarian. Lamentably, one is still in a posture of seemingly having to defend the need for this type of certification.

It is important to understand that future success in rural America does not rest solely on increasing the number of "mastered" librarians, although this is a fundamental need. More detailed attention must be given to the range of activities that are conveniently

described as continuing education. At the present time, these efforts are regimented to overcoming the scarcity of professionally (academically) trained personnel. Parenthetically, no one questions the motivation and sincerity of those staffing America's rural libraries who do not have formal training. In any event, conferences, workshops, etc., are offered with a patchwork of energy. Unfortunately, the needs are too great and the efforts inconsistent.

Future success in rural America does not rest solely on increasing the number of "mastered" librarians.

Adding to the difficulties are the factors of distance that keep attendees away from sponsored programs regardless of their relative value, the expense involved in travel or registration charges and the absence of support staff to maintain library hours while the librarian is attending a workshop. In this latter instance, some state agencies have attempted to alleviate the problem by providing funds to hire replacement staff for the duration of the CE event. Another factor also acts as an obstacle to the success of continuing education activities, the unwillingness of the staff person to recognize a need for additional training.

Rather than taking a "sky is falling" posture (it already has), one would like to suggest the following directions:

1. Make the academic certification of library personnel a priority item at the national and state levels. While there is a complex of needs, none is greater than the availability of an academically trained person promoting quality services in America's libraries. It is crucial that our library institutions (agencies, associations, etc.) develop and follow a plan of sustained goals and objectives. We see advertising, for example, imploring the public to "ask a professional." The problem is, however, that a majority of our public libraries are staffed by individuals who lack academic preparation. The library profession continues to be guilty of riding waves of topical themes that quickly subside. Basic literacy needs have already given way to something described as "information literacy."

   As a corollary of the above, salaries that are close to the poverty level must be enhanced or there is great risk in the future than not even well-motivated individuals will hazard becoming librarians. Our collective disinclination to deal with the issue of salary continues to be a matter of bafflement — probably because those in positions of power do not have to manage on an annual income of $15,000.

2. At the state level, funds must be used to develop an incentive program (not tied to aid requirements) that will encourage hiring academically trained persons in community libraries. Perhaps the approach could be to pay the salary of a trained person for the first two years with the understanding that this funding then be maintained by local authorities. It is understood that there is a shortage of funds at the state level. Development will never occur, however, unless there is some change in purpose.

   To demonstrate the positive effect that an academically trained librarian has on the community, impact studies should be encouraged that would illustrate achievement.

3. Schools of library and information science should be encouraged to develop nontraditional methods of delivering library education to those who are geographically precluded from face-to-face classroom instruction. Coursework through correspondence and interactive television are among the routes suggested. There are simply too few schools to adequately service the rural areas of the United States and Canada. The current number of requests circulating from states where no accredited program is offered is symptomatic of the need.

   A purposeful step at meeting educational needs away from metropolitan centers has been undertaken by the College of Library and Information Science at the University of South Carolina along with Jones Intercable and the Mind Extension University. Presently, USC has encouraged a consortium of schools (Clarion, Emporia State and South Florida) to join with it in attempting to provide a model of delivering library education through a sharing of courses and credits among accredited programs.3 This concept will take time to develop, but it is an idea of particular significance.

4. Our list of remedies would not be complete without something dealing with continuing education for those not interested in seeking academic degrees. One would like to suggest the development of a national "standard" for continuing education credits that enables individuals to receive equivalent value for attending workshops, conferences, etc., wherever they are located. These credits could then be used for meeting state mandated requirements. Perhaps, as well, a provision would allow individu-

als to receive academic credit for a commensurate number of CEUs.

The situation described in this essay is already beyond being desperate. What has kept the problem retrievable, however, is the availability of a corps of optimistic, dedicated individuals who practice librarianship in rural areas. These staff people are supported by a network of talented persons at the regional and state levels who have sustained library service in the country before it became fashionable to describe it in the library press. But words are easy to provide. Imaginative action is needed now.

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"Midget Libraries" — a 1930s View

N.Y.L.A. considers "small libraries" to be those which serve communities of less than 5000 population. A subdivision of the small library might be called the "midget." New York State has scores of little organizations which serve hundreds rather than thousands. Fortunately, the quality of a man's brain does not necessarily depend upon his height and the breadth of his shoulders. The midget library may be the lump of leaven in the community....

I represent the "midget libraries" and the scores of devoted women who are caring for them, doing their best but handicapped by lack of training and scant resources....

Just how difficult is it for us midget librarians to attend the institutes few people realize. In the first place, we must go at our own expense, and usually, if they come on a day when the library is open, we must furnish and pay our substitute. Trustees need educating; they do not mean to be unkind but they do not always see the need of things.

— from "Adventures of a Librarian in Search of Learning" (a paper read at a round table on small library problems, N.Y.L.A., September 22, 1932), by Lilian M. Potter in New York Libraries, *v13, n7, May 1933. pp. 195-6.*

ETHICS AND INTELLECTUAL FREEDOM IN THE EDUCATION OF LIBRARY AND INFORMATION SCIENCE PROFESSIONALS

By Virgil L.P. Blake, Assistant Professor,
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Librarianship serves as an important gateway to society's information sources. The librarian/information professional is entrusted with funds, be they from local taxpayers in the case of public and school libraries, tuition fees and grant monies supplemented by state or private agencies in academic settings or corporate coffers supporting special libraries, to purchase materials deemed important for a designated group of users. Effort is also expended for developing catalogs and other finding tools to furnish additional avenues for accessing information. In all types of library environments, reference personnel also strive to be the human intermediaries between collected holdings and patrons with information needs.

The role of the information facilitator is not without risk. In spring 1989, many were appalled when the Ayatollah offered a reward for the assassination of Salman Rushdie upon the publication of his *Satanic Verses*. The Ayatollah's actions were just one of the more flagrant examples of events that can imperil the librarian's ability to fulfill his basic mission — providing access to information. Years earlier, Eli Oboler explained the behavior of the Ayatollah and other censors in his work *Fear of the Word*. After tracing the history of censorship, he concluded that the underlying reason for its appearance throughout every era was the human inclination to equate the published work with the deed itself. The appearance of the thought in print is often interpreted as the propagation of the idea itself.

American librarians do not possess an unblemished history. Many prominent professionals of the 19th and early 20th centuries believed it was their responsibility to ensure that only "worthwhile" materials were selected for collections. The tenacity of this philosophical approach is evidenced by the fact that the American Library Association did not establish the Intellectual Freedom Committee until 1939, only 50 brief years ago.

If censors did not limit information access from within, they have attempted to do so from outside the profession's boundaries. L.D. Woods, in his study *A Decade of Censorship in America: 1965-1975*, demonstrated that the number of challenges to titles increased for this 10-year period. The data analysis revealed that the professionals most likely to be involved in censorship incidents were public and school librarians associated with children's and young adult materials.

Recent events have not altered these findings. In the past two years, numerous censorship attempts, many of which were successful, continued to occur. The following examples are a sample of these incidents and they illustrate the current climate in which information professionals must operate:

- A Federal judge ruled in an East Tennessee suit that parents had the right to demand the removal of books from schools that would offend their religious beliefs.
- Both *Cinderella* and *The Wizard of Oz* joined the *Newsletter for Intellectual Freedom's* listing of "Target of the Censor."
- Various periodical titles were also added to the "Target of the Censor" listing. Among the most prominent were *Life*, *Los Angeles Times*, *Vogue* and *Mademoiselle*.
- The Federal Bureau of Investigation's "Library Awareness Program," where agents visited 21 libraries in the New York area (including Queens College, Columbia University and The New York Public Library) to gather information on the reading habits of alleged agents of foreign powers.
- The *Newsletter for Intellectual Freedom* reported, in light of the FBI's Library Awareness Program, that only 40 of the 50 states had laws protecting the confidentiality of library circulation records. States without such laws as of 1989 included Texas, Ohio, Kentucky, Mississippi, Arkansas and Hawaii.
- The Supreme Court in 1988 ruled that public school officials had the power to censor student newspapers, student plays and other student publications in the case *Hazelwood School District vs. Kukmer*.

As we approach the 21st century, it is obvious from these examples that censorship will continue to be a prominent factor in the careers of information professionals. The profession must therefore assume a greater responsibility in insuring that individuals are properly trained in knowing the ethical principles that govern their work as well as the appropriate steps to defend their library holdings.

The American Library Association has taken some steps to guide librarians in fulfilling their obligations. For example, "A Code for Librarians," first approved in 1939, underscores the importance of preserving patron privacy. It has been updated twice, most recently in 1980.[1] ALA has included additional guidelines in its official policy manual. The Association asserts "that the charging of fees or levies for information services, including those utilizing the latest information technology, is discriminatory...."[2] It also "strongly recommends that the responsible officers of each library, cooperative system or consortium in the United States formally adopt a policy which specifically recognizes its circulation records and other records identifying the name of individual users with specific material to be confidential."[3] Better known, perhaps are the Association's statements on the censorship of materials — The Library Bill of Rights (first adopted in 1948), the Statement on Labeling (first adopted in 1951) and the School Library Bill of Rights (first adopted in 1969).

Professional organizations in such fields as medicine, law, dentistry and nursing have adopted codes of ethics. Some of these associations have also organized committees to monitor professionals in the workplace. Physical therapy, a profession similar to library science of four decades ago (by currently replacing the Bachelor's degree with the Master's as the requirement for professional placement), has a code of ethics endorsed by its national association.

In many of these fields, however, the inculcation of ethics is not restricted to pronouncements from the national association. In a growing number of schools in the areas of medicine, dentistry and physical therapy, students are required to take a course in professional ethics. Law students have the option of either enrolling in an elective course on legal ethics or demonstrate their familiarity with these concepts in an exam administered prior to being licensed. It is not unusual for students in psychology or education to have an elective course on ethics available in the curriculum. Many nursing schools include the topic of ethics within the structure of a required survey course dealing with professional relations. Graduate schools of social work, it appears, do not have a specific course in ethics in their curricula. The most typical pattern is to expose students to ethical issues throughout a spectrum of courses available in the curriculum.

The curriculum pattern outlined in social work should be familiar to library educators. It seems to be the approach taken by ALA-accredited library schools in New York State. The concepts pertaining to ethical behavior are introduced in the required foundations course in library and information science. These themes are reinforced in the other basic courses as well as the advanced electives. For example, privacy and confidentiality are stressed in such courses as basic reference, online searching and technical services. Classes in management are now stressing such topics as whistle-blowing. Censorship problems are addressed in collection development classes as well as courses dedicated to services for children and young adults. Quite often, censorship is also emphasized in the school library media center service classes.

Classes in management now stress such topics as whistle-blowing.

This pattern was observed after a close examination of the catalogs from Queens College's Graduate School of Library and Information Studies, Columbia University's School of Library Service and Syracuse University's School of Information Studies. Conversations with faculty members at the University of Albany's School of Information Science and Policy and Long Island University's Palmer School of Library and Information Science revealed that the scenario depicted previously applies to these institutions' curricula as well. There are two exceptions. Pratt Institute's School of Computer Information and Library Science offers an elective titled "Libraries in the Social Process." According to the catalog description, intellectual freedom is one of a variety of topics examined in the course. The School of Information and Library Studies at SUNY Buffalo also lists an elective course in their bulletin called "Intellectual Freedom: Access to Resources and Services." In contrast to Pratt's program, this class focuses entirely upon the issue of censorship and does not explore other ethical themes pertaining to the profession.

In the past, other ALA-accredited schools created courses that also focused on single issues. Professor Jay E. Daily, at the University of Pittsburgh, conducted an advanced level seminar on intellectual freedom for master's and doctoral students. The course included direct student exposure to controversial materials including pornographic films. This approach forced the discussion out of the abstract, theoretical realm to a level where the participants had to assess their own visceral reactions. In this fashion, students were forced to confront the censor within themselves and also understand the censorious. In 1969, Kenneth Kister described a course on intellectual freedom and censorship that he had developed at Simmons' Graduate School of Library

and Information Science. This class was an elective and included such traditional topics as: 1) definition of intellectual freedom and censorship; 2) minority rights; 3) religious liberty; 4) freedom of the press and speech; 5) moral censorship; 6) the legal definition of obscenity; and 7) pornography and censors. As described by Kister, the course was primarily presented in a lecture format enhanced by supplementary readings and discussion. The class, now taught by A.J. Anderson, is still offered at the school.

These elective courses are significant in focusing attention upon ethical issues, but some limitations need to be highlighted. In three out of the four cases discussed, intellectual freedom and censorship were the topics that received the most emphasis. Recent history, however, has forced the concept of professional ethics to be more comprehensive. It now encompasses the totality of the information-providing process and most embrace other issues beyond the traditional concerns of intellectual freedom and censorship. Among the many topics relevant to today's realities are protection of patron confidentiality and the fee vs. free debate.

The second problem with the approaches outlined is that they are elective courses. It may well be that those who enrolled in these classes were individuals with the least need to be exposed to these areas. In other words, the classroom could consist of those already interested and committed to the intellectual freedom issue.

A more comprehensive course agenda was described by Diana Woodward. Developed at Drexel University, it is primarily for those who will have "management responsibilities."[4] The major topics presented are: 1) privacy; 2) the ownership of information; 3) whistleblowing; 4) social responsibility; and 5) censorship. The course, as described by Woodward, is more comprehensive than the others. Yet, a major limitation is that it is an elective, not required, class for students.

Uncoordinated structures are no longer tolerated in dentistry, medicine and law programs.

As the library and information science field evolves and matures, the "catch as catch can" approach taken by most schools may no longer be adequate. In the "Information Society," libraries and information centers must play a more central, catalytic role in insuring access to information for all of society's members. It is, therefore, the appropriate time for a more systematic approach to be formulated and implemented in the profession's educational programs. The current, uncoordinated structures found in most schools of library and information science are no longer tolerated in educational programs dedicated to dentistry, medicine and law. Even in the emergency field of physical therapy, all students are required to participate in a course solely dedicated to professional ethics. By emulating the curricula patterns of these other fields, library and information science could take a step toward shedding its reputation as a semi-profession. Schools in these and other allied areas where courses in professional ethics are taught could be contacted. Course descriptions and syllabi could also be obtained that could furnish ideas, pedagogical models and assignments untried in our training programs. Similar materials could be collected from schools of library and information science whose catalogs indicate the offering of an ethics or intellectual freedom course. From the data gathered, library and information science educators could design a course that would encompass all the ethical issues related to the profession.

To insure that all students are exposed to the concepts incorporated in such course, three possible paths are available. The easiest is simply to require the students to take the course. More complicated is the possibility of copying the law model where the ethics course is offered as an elective. For those students unwilling to participate in such a class, some type of competency exam, which is perhaps linked to a program learning package, could be substituted. A third option is to establish a noncredit required colloquium series that all students must complete before they graduate.

The design and implementation of such multifaceted courses can only serve to enhance the image of information professionals in the Information "Society." Such a development would also be a clear indication of this profession's maturation. But there is a far more compelling reason to consider this step: it would ensure that all librarians and information scientists would be reminded, despite the growing pace of technological developments in the provision of access to information, that our function is not a technocratic exercise but one that is rooted in service to the library/information center's public.

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NEW YORK STATE LIBRARY RECEIVES AASLH AWARD OF MERIT

The New York State Library and the Vermont State Archives were conferred the American Association for State and Local History Award of Merit for a cooperative effort to arrange, describe and microfilm the Henry Stevens, Sr. Papers. The award was presented September 9 at the Association's annual meeting in Seattle, Washington.

Henry Stevens, of Barnet, Vermont, was an avid collector of historical manuscripts and other material related to the history of Vermont. His papers encompassed the years 1700-1860 and focused on the territorial disputes that gave birth to Vermont, as a Republic in 1777 and as a state in 1791. The collection of over 60,000 documents was acquired by the New York State Library in 1874.

The papers were badly damaged in the New York State Capitol fire of 1911. Their fragile condition restricted their use for many years until recently, when some preservation work was completed and the papers partially arranged. Through the partial support of a 1987 National Endowment for the Humanities preservation grant, the records were completely described and microfilmed. Both states received microfilm copies of the papers.

In a remarkable cooperative effort, the State Library agreed to return the Stevens papers to the Vermont State Archives. Researchers of Vermont history may now have easier access to these highly significant records of that state's early history.

ARCHIVAL EDUCATION IN THE NEW YORK LIBRARY ENVIRONMENT

A Rationale for Archival Education in Library and Information Science Graduate Schools: New York and the World

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Graduate archival education courses and programs traditionally have been located in both history departments and library schools. This is true in both New York State and the nation. Arguments favoring one arrangement or the other, and even independent programs, have sometimes resulted in acrimonious debates among archivists, librarians and historians. Some archivists and archival educators have more positively argued that the main focus should be on required knowledge and theory for effective archival administration, a perspective held by this author. Terry Eastwood, a prominent Canadian archival educator who strongly favors independent programs, has eloquently argued in behalf of just such a focus, "The proper education of archivists must be rooted in inquiry into the nature of archives as records and as institutions and of the archivist's role and function as preserver and communicator of archives and manager of institutions....The knowledge that archivists need to do their job and on which their techniques are based must be distinctive, because the nature of archives, a centuries-old form of documentation, is distinctive, and therefore archival education must be distinctive."[1] Eastwood also stated that archivists are not dependent on history, library and information science, or any other field; the source of their knowledge is an amalgam of many fields, purposely applied to the care of historical and archival records.

The interdisciplinary nature of archival administration is one reason why it fits so well with library and information science, a field that is in itself interdisciplinary. The faculties of library and information science schools already include librarians, historians, management specialists, psychologists, engineers, conservators and archivists teaching aspects of their fields to aspiring librarians and information scientists; each of the former fields has something to contribute to the management of the nation's and New York's documentary heritage. The Society of American Archivists' most recent guidelines for graduate education programs sketches a curriculum that stresses the nature of information, records and historical documentation; archives in modern society; basic archival functions; issues and relationships that affect archival functions, such as law and ethics; and managerial functions. Most of these elements are already compatible with library and information science education, or could be easily incorporated into such a curriculum. The guidelines explicitly state that "archivists have drawn from a wide range of academic disciplines, allied professions and technologies — among them history, library and information science, public administration, management, conservation and reprographics — to form a distinct profession that has, in turn, spawned another: records management."[2]

Without the archival perspective the theoretical and practical basis of librarianship is somewhat weakened.

While archival administration has a natural fit with library science, it is just as true that without the archival perspective the theoretical and practical basis of librarianship is somewhat weakened. While there are many areas that certainly overlap between the two disciplines (librarians, for example, view their institutions as cultural repositories in a manner that closely corresponds to the roles ascribed by archivists to their institutions), librarianship is incomplete without some emphasis on the selection and preservation of that portion of all information deemed to have continuing or enduring value for its creators and society. Can individuals be considered thoroughly educated to function as librarians and information scientists if their education lacks exposure to the

preservation of information in all forms — printed, manuscript and machine-readable? Can librarians and information scientists be concerned with providing information to society without considering what portion of that information should be preserved for posterity? These are certainly questions that need answering in the diverse and rich New York library environment.

To answer such questions, the archivist introduces to the education of librarians and other information workers, a number of important concepts for those in library and information centers. A few of these ideas are worth mentioning here. Archivists hold to the concept of the life cycle of records (or information), e.g., that records are created for a reason, have a natural period of useful life to serve their original purpose and, finally, can either be disposed of or identified as worthy of preservation and placed in the archival repository. Archivists also bring with them a variety of techniques and principles, some integrating library collection development concepts, for ascertaining what information should be given long-term care, bolstering current library and information science selection processes; not the least important aspect of this archival perspective is the desire to document society for present and future researchers. Archivists also have developed a more finely tuned concept of preservation management, integrating preservation into the ongoing administration of archival and historical materials and distinguishing among conservation, restoration and preservation approaches. Archivists have also created descriptive systems with potential applications for nonarchival materials; the MARC Archives and Manuscripts Control format has been described, for example, as "a vehicle for revolutionary change in library practice."[3]

While it is reasonable, therefore, that a well-rounded curriculum for librarianship include archival administration, it is also very important for the Empire State's library community to have access to educational offerings in archives and records management. For one thing, a significant portion of New York's documentary heritage already resides in libraries and the professional staffs of these institutions should have some basic knowledge about archival principles and practices (see Table 1). Nearly a quarter of the total number of historical records repositories in the State are local public libraries. These local public libraries actively acquire local history manuscripts, often functioning as surrogate local historical societies as well as repositories for local government archival records. Academic libraries, another significant portion of the archival landscape, also collect similar varieties of manuscripts, as well as historical records on special topics and the archives of their own institutions. And many corporations and other organizations have given archival responsibilities to their librarians.

TABLE 1

New York State Archives and Historical Records Repositories By Type, 1988

Public Libraries	134
Local Historical Societies	133
Colleges and Universities	73
Museums	46
Religious Organizations	40
Specialized Subject Archives	34
Other Institutional Archives	29
Official Local Historians	26
Corporations	12
Historic Sites	11
Other	35
Total	**573**

Source: *Directory of Archives and Historical Records Repositories in the United States*, 2nd ed., Phoenix, Oryx Press for the National Historical Publications and Records Commission, 1988. pp. 387-477.

In addition, many of these archival programs need basic and continuing archival education. The 1984 report of the New York State Historical Records Advisory Board on the condition of historical records in the State concluded that "many staff members working in historical records repositories are not familiar with archival techniques and procedures. Nearly half of the responses to the Board's questionnaire indicated that staff members have no specialized training in historical records procedures."[4] The Advisory Board recommended that a field system of advisory services be established, a recommendation that was begun to be implemented in 1988 with the passage of the Documentary Heritage Act. The continued strengthening of graduate archival education programs in New York State and their greater involvement in continuing education would be another important action to ensure the preservation of New York's documentary heritage. In many ways, the field archivists are archival educators, and there are many similar, if not shared, goals between these two groups.

PRESENT NATURE OF GRADUATE ARCHIVAL EDUCATION IN NEW YORK STATE

Archivists have debated the nature and placement of their educational programs since the beginning of their profession, but there has been a growing trend for the most comprehensive graduate archival education programs to be located in or, at the least, allied with graduate library schools. Before the 1960s, archival education was primarily a collection of single

courses in graduate history and library schools, post-employment workshops and institutes and in-service training programs. During the 1960s and 1970s, as the profession expanded, sequences of courses were prepared and offered in graduate history and library schools, although basic introductory workshops continued to flourish. In 1977, the Society of American Archivists adopted graduate education guidelines that stressed a sequence of introductory course, advanced seminar and practicum. Since the adoption of these guidelines, there has been a remarkable and rapid growth in the number of programs that offer three or more courses. This growth is also reflected in the expansion of the number of full-time archival educators teaching in both library and history schools and the adoption by the Society of American Archivists of more detailed graduate education guidelines that strongly infer the need for programs that far exceed the previously accepted three courses. It is now possible for prospective archivists to receive their basic education in schools in which there are not only introductory courses, but offerings on basic archival functions like appraisal and preservation, important issues like ethics and specific institutional settings like state or local government or corporations.

Fortunately, New York already hosts a number of graduate archival education programs, some of which have only recently been developed. The Palmer School of Library and Information Science at the Long Island University is initiating in 1990 certificate programs in archives and records management as part of their master's degrees. The certificate in archives requires an archives practicum and courses in rare books, archives and manuscripts and a seminar in records administration; this certificate is part of the Master of Science in Library Science. The certificate in records management requires courses in records management, computers in records administration, and micrographics and optical storage, and a seminar in records administration; this certificate is part of the Master of Science in Information Science. Long Island's program is anchored by Gregory S. Hunter, an individual with long-time archival and records management experience in corporate and educational programs.

There are other archival programs in New York State connected with library and information science schools. Columbia University's School of Library Service offers courses in the management of archives and manuscripts, records management and reprographics, as well as a seminar in problems in archival administration and field work. Although there is no certificate program nor full-time archival educator at Columbia, students studying archival administration have the opportunity of taking advantage of the school's major preservation education program and a geographical center for many nationally and internationally known archival programs. The School of Information Science and Policy at the State University of New York at Albany has a array of courses similar to that offered at Columbia. These courses include basic archives and manuscripts administration and records management courses, as well as micrographics, archival administration, rare books, and internship offerings. The SUNYA program operates as a component of the Master of Library Science, supported by regular faculty experienced and well-versed in records management and archives (William Saffady, Philip Eppard) and adjunct faculty with specializations in preservation management and electronic records (Don Skemer, Margaret Hedstrom).

In comparison to most states, New York is blessed with offerings in graduate archival education (See Table 2). New York ranks at the top of the states in the number of archival education programs and courses. Beyond the programs described above, there are also a number of single courses in either archives or records management, such as a course offered at St. John's University Division of Library and Information Science, that the library and related information professions can use for gaining additional archival education. Although these programs and courses are not geographically dispersed throughout the State, the possibilities for basic and advanced study in archival administration are, nonetheless, great.

TABLE 2

Top Five Ranked States in Terms of Archival Education Programs and Courses

State	*Library Schools*	*History Departments*	*Total*
New York	3 (14)	1 (8)	4 (22)
Ohio	1 (2)	4 (14)	4 (16)
Michigan	2 (6)	2 (8)	4 (14)
Massachusetts	1 (6)	2 (6)	3 (12)
North Carolina	1 (5)	2 (6)	3 (11)

Source: The number of courses, including practica and fieldwork, is in parentheses. Sources used for this compilation were *Directory of Collegiate Schools Offering Courses & Majors in Records & Information Management* (Prairie Village, KS, ARMA International, 1989) and work sheets completed in 1988 for the Society of American Archivists directory on graduate archival education.

NEEDS FOR GRADUATE ARCHIVAL EDUCATION IN THE NEW YORK STATE LIBRARY ENVIRONMENT

The most obvious general need is for the archival education programs to work more closely with the Empire State's archival, library and information cen-

ters in determining, and assisting them in meeting, their needs in the management of New York's documentary heritage. Strengthening such a connection should also help the archival education programs to mature as well, through the effective placement of their students, bolstering of enrollments and possible enlargement of curricula.

Although New York is the home of many important historical and archival records repositories, the State has been plagued by its size and diversity in developing cooperative networks and other mechanisms for seeking effective means to preserve the information sources of its past. While Cornell University provided strong leadership in certain areas in the 1960s and 1970s, most notably getting the Historical Records Inventory project started, and the New York State Archives emerged as a dynamic leader in the 1980s, the developing graduate archival education programs have played a secondary role at best. While these programs have placed students in field work experiences that have benefited both student and host institution, such connections have not been seen as a foundation for other more energetic efforts. Part of the reason for this may have been the nascent stage of development of the graduate programs. Other, equally important reasons, may have been the lack of a statewide archival association, the relatively weak presence of the archival community in the New York Library Association, general professional barriers and misunderstandings between librarians and archivists, and traditional rivalries between New York City and upstate New York effectively fragmenting the archival repositories and their staffs.

Despite such barriers, the late 1980s have provided an impetus for increased cooperation, with possibilities of considerable mutual benefit for archival institutions and education programs and their students, between the Empire State repositories and graduate archival education programs. A genuine state archival leader in the New York State Archives, a statewide archival database, the beginning development of regional archival advisors for both local governments and historical records repositories, and increasing resources for library and archives preservation from the New York State Library are just a few of the elements that are now in place for a stronger New York State archival community. New York's archival education programs can assist the development of these and other activities in a variety of ways, including the following:

- **Encourage use of the recently published** *Strengthening New York's Historical Records Programs: A Self-Study Guide* **as a source book for instruction and a tool for student field work.** This New York State Archives publication is designed purposefully to assist small- and medium-size repositories improve their ability to care for historical records. While this publication is being aggressively used by the new field archivists, funded through the Documentary Heritage Program, it has potential for use as a textbook in graduate archival education programs and as a tool for students undertaking practica; in the latter, students could work with small historical societies and similar repositories in assessing their strengths and weaknesses and in planning for their future development.
- **Stimulate study of the needs of New York's historical and archival records repositories.** As the graduate archival education programs continue their development, it is likely that an increased quantity of research on archival issues will be undertaken by both students and faculty. Case studies of successful archival institutions, profiles of funding and staffing needs, and analyses of uses of historical records are but a few examples of the kinds of research that could help New York State's archival community plan for the better preservation and management of the documentary heritage.
- **Foster the establishment and growth of institutional archival programs in businesses, cultural and other nonprofit organizations and local governments.** The increasing quantity of recorded information has outstripped the acquisition capacity of New York's historical records repositories. Unless there is substantial growth in the number of institutional archives in governments, businesses and civic and other organizations (see the small number of such programs in Table 1), a considerable portion of the Empire State's documentary heritage will remain in jeopardy. The graduate archival education programs could be an important stimulant to the development of institutional archives through offering courses directed to under-documented aspects of the State, placing students in practica that will help these organizations gain a better understanding of the importance of their archival records, and providing short-term continuing education workshops that address these organizations' needs.
- **Develop continuing education programs that can supplement and assist the State-funded and supported regional archival assistance programs.** The field archivists have a major responsibility to instruct the custodians of New York's documentary heritage in basic archival administration. Each of the major graduate archival education programs can also provide workshops and institutes that meet the needs identified

by the field archivists. Given the immensity of the problems facing these custodians, cooperation between the field archivists, major archival repositories and graduate archival education programs is a definite need. The future of New York's historical and archival records is at stake.

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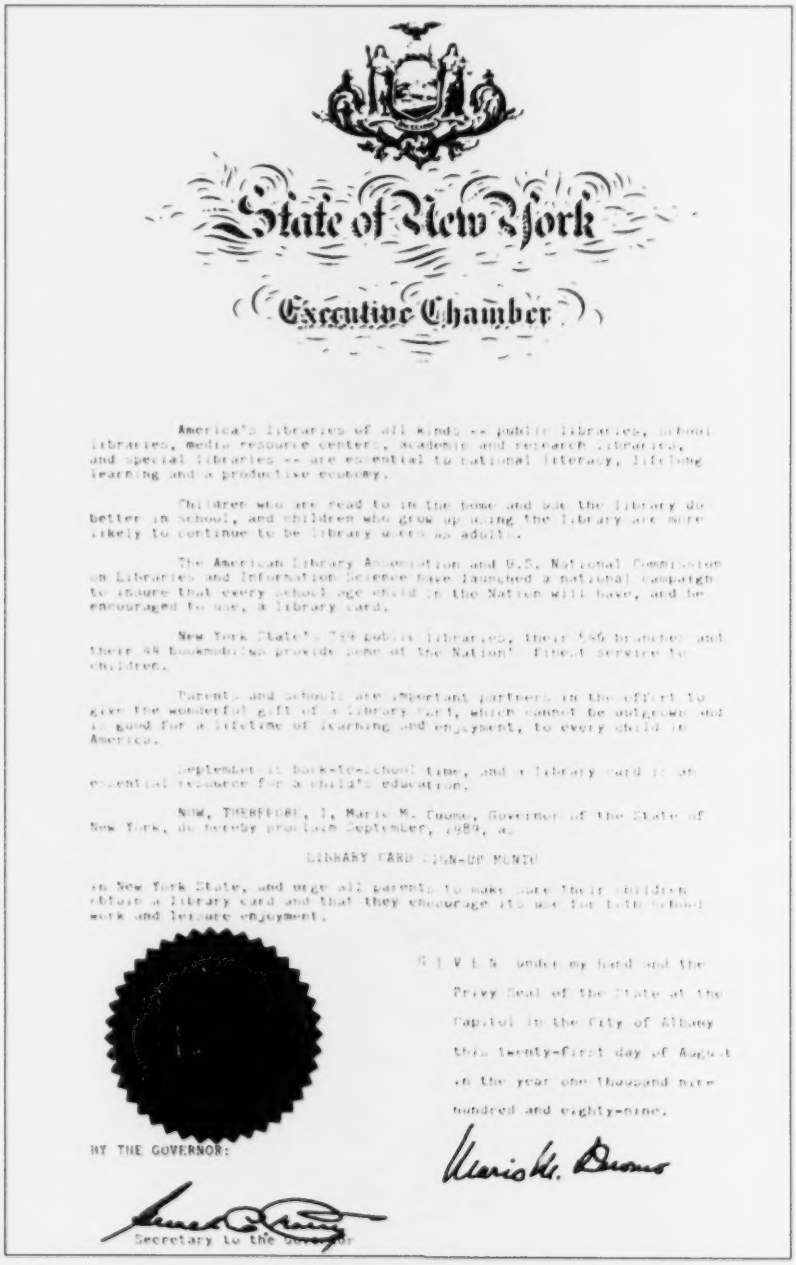

State of New York

Executive Chamber

America's libraries of all kinds -- public libraries, school libraries, media resource centers, academic and research libraries, and special libraries -- are essential to national literacy, lifelong learning and a productive economy.

Children who are read to in the home and use the library do better in school, and children who grow up using the library are more likely to continue to be library users as adults.

The American Library Association and U.S. National Commission on Libraries and Information Science have launched a national campaign to ensure that every school age child in the Nation will have, and be encouraged to use, a library card.

New York State's 756 public libraries, their 566 branches and their 44 bookmobiles provide some of the Nation's finest service to children.

Parents and schools are important partners in the effort to give the wonderful gift of a library card, which cannot be outgrown and is good for a lifetime of learning and enjoyment, to every child in America.

September is back-to-school time, and a library card is an essential resource for a child's education.

NOW, THEREFORE, I, Mario M. Cuomo, Governor of the State of New York, do hereby proclaim September, 1989, as

LIBRARY CARD SIGN-UP MONTH

in New York State, and urge all parents to make sure their children obtain a library card and that they encourage its use for both school work and leisure enjoyment.

GIVEN under my hand and the Privy Seal of the State at the Capitol in the City of Albany this twenty-first day of August in the year one thousand nine hundred and eighty-nine.

BY THE GOVERNOR:

Secretary to the Governor

EDUCATING A NEW GENERATION OF LIBRARIANS FOR WORK WITH YOUNG PEOPLE

By Amy E. Spaulding, Associate Professor,
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Constant change is the hallmark of our age, and information about all these changes is growing geometrically. Any group, such as librarians, who consider themselves responsible for managing information have a formidable task. It brings to mind the old Chinese curse, "May you live in interesting times." Technology is the most obvious factor in the change, but the social changes consequent to the new technology are as important as the physical objects themselves.

During the past 25 years, librarians serving young people have been learning to manage information in new formats, but computers and the promise of hypertext materials add a different dimension. The world of libraries gain an advantage in this new dimension for it reintroduces print as a fashionable means of communication, after several decades of its being seen as old-fashioned. It is crucial that young people associate the written word with up-to-date information if they are to become lifelong library users.

As the financial consequences of each decision relating to technology increases, any librarian making such decisions needs training in the area, and everyone needs training in handling the hardware and software, just as librarians had to learn to thread projectors, run video cameras and make realia accessible when nonprint formats became standard in libraries. More importantly, as costs rise, there is less money available for other services, and librarians working with young people have got to become more assertive in order to ensure that they will be active participants in the use of new technologies and can still provide standard literature to fulfill the original purpose of youth libraries in presenting the wisdom of the humanities as well as the information of the sciences.

This lesson was all too clearly evident even in library schools themselves in the early 1980s when programs training librarians for school and public library service for young people were seriously cut, if not eliminated, and faculty dollars were spent on those with experience in technology. This was, to be fair, also a consequence of the fact that, as other careers opened to women, fewer students were attracted to low-paying careers working with children. Nevertheless, it does reflect a basic expediency, and, as it stands, many programs need rebuilding.

Currently, practicing youth librarians have tried to gain control of what their immense task entails, in part because the shortage of trained librarians has meant that no time can be wasted. The American Association of School Librarians (AASL) in 1988 published *Information Power: Guidelines for School Library Media Programs*,[1] and in 1989 the Association for Library Service to Children (ALSC) published a list of competencies appropriate to library professionals serving youth. The first approaches the problem from the point of what needs to be done and the second from what skills are necessary to do the job. According to *Information Power*:

> The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished:
>
> - by providing intellectual and physical access to materials in all formats
> - by providing instruction to foster competence and stimulate interest in reading, viewing and using information and ideas
> - by working with other educators to design learning strategies to meet the needs of individual students
>
> The mission of the school library media program encompasses a number of specific objectives:
>
> 1. to provide intellectual access to information through systematic learning activities...
> 2. to provide physical access to information through
>   (a) a carefully selected and systematically organized collection of diverse learning resources...
>   (b) access to information and materials outside the library...through interlibrary loan, networking and online searching of databases
>   (c) providing instruction in the operation of equipment...
> 3. to provide learning experiences that encourage users to become discriminating consumers and skilled creators of information....
> 4. to provide leadership, instruction, and con-

sulting assistance in the use of instructional and information technology....

5. to provide resources and activities that contribute to lifelong learning....
6. to provide a facility that functions as the information center of the school....
7. to provide resources and learning activities that represent diversity....[2]

According to the ALSC's *Competencies for Librarians Serving Children in Public Libraries*, "The philosophical basis for children's services in public libraries is full access for children to library materials and services....It identifies 62 competencies necessary to support this mission, divided into 7 categories.[3] (It should be noted that the ALSC statement includes a disclaimer, "competencies are not static, but evolve throughout one's professional career," in deference to our changing reality.[4]) Considerably abbreviated, they are:

1. Knowledge of Client Group:
   understanding child development theories; assessing the community, identifying special needs and those of an ethnically diverse community; responding to the needs of adults and other agencies, etc. serving children
2. Administrative and Management Skills:
   planning, setting goals; developing a budget; supervising staff; demonstrating problem-solving, decision-making and mediation techniques; delegating responsibility; documenting and evaluating services; and writing grants
3. Communication Skills:
   advocating children's needs; demonstrating interpersonal skills; writing; speaking and listening; and conducting reference interviews
4. Materials and Collection Development:
   a. *Knowledge of Materials*: in various formats, keeping abreast of new and appropriate adult materials
   b. *Ability to Select Appropriate Materials and Develop a Children's Collection*: establishing policy; acquiring materials representing ethnic diversity; evaluating children's materials; and keeping abreast of current issues
   c. *Ability to Provide Patrons with Appropriate Materials and Information*: inspiring children to become effective lifelong library users; creating an enjoyable and convenient environment; matching patrons with material; providing help and instruction in research; searching a wide range of sources; maintaining contact with community resource people; consulting with technical services to guarantee easy access; and composing bibliographies and other tools
5. Programming Skills:
   producing programs and services for children, parents and other adults and outreach
6. Advocacy, Public Relations and Networking Skills:
   promoting support for children's library and information needs; considering children's opinions; ensuring that children have full access to library materials and services; acting as liaison with schools and other agencies and developing cooperative programs with them; extending library services to individuals and groups presently unserved; utilizing public relations techniques and media; understanding statues applying to children; and monitoring and lobbying for legislation
7. Professionalism and Professional Development:
   acknowledging the legacy of children's librarianship and keeping abreast of current trends and emerging technologies, issues and research; practicing self-evaluation; being nonjudgmental toward patrons; respecting diversity in cultural and ethnic values; adhering to the ALA Code of Ethics and preserving confidentiality; working with library educators and participating in professional organizations; and understanding that professional development and continuing education are activities to be pursued throughout one's career.

Both the AASL and ALSC statements include a wide variety of skills and expertise impossible to find in one person, let alone to be accomplished in a single full-time position. Nevertheless, both lists are right in saying that each of these functions must be encompassed. It is interesting to see the reaction of library school students to these lists — the sensible ones often become dazed and a little depressed.

In most of the master's programs, the plan has been to rely on the core courses to provide the basic library skills, to offer specialized courses in materials for young people, all together or separated by age level, format, or whether literature- or curriculum-related, and, finally, to provide courses in managing a department for young people and providing special programs, once again either together or separated according to age group or whether the young people were being served in a school or a public library setting. New York, along with several other states, has mandated that those seeking school librarian certification have a minimum of 12 education credits as well as having an internship in a school library, so that much of the material in child development and educational methods is provided to the student outside of the library degree program; the students intending to work in public libraries have generally been introduced to this material in a service course and encouraged to follow up on their own. The truth of the matter is that there is far too much to be covered within a

36-hour program, and the best that can be done is to let students know what areas with which they need to be comfortable and give each of them guidance about areas he or she needs to pursue independently.

Forgetting the amount of material and switching to the variety of skills that are required does not ease the situation. It is not easy to teach someone to become a Renaissance person, but those teaching youth librarianship find themselves in just that position. Adult librarians get to decide whether they prefer reference work or technical services or reader service, but librarians working with young people generally have to fill all the roles.

One of the most important lessons is networking.

Clearly, students need to be taught all the basic skills of the field, but the time has come when one of the most important lessons is networking. They must learn to convince and cooperate with their fellow librarians, teachers and administrators to get the job done. There is a new management concept of "superleadership"[5] suggesting that the best leaders do not just make decisions and win the confidence of others to carry out their decisions but call out leadership in others toward a shared goal. This sounds very much like the old-fashioned charismatic leadership that early children's and school librarians exhibited. Emily S. Hanaway of New York City's schools, Anne Carroll Moore of Pratt Institute and The New York Public Library and Francis Jenkins Olcott in Pittsburgh all went out and convinced others that the 20th century should begin with book collections for young people in schools and public libraries. The commitment to this work transcended ladylike modesty in those early librarians.

We must now educate, in the original sense of drawing out from the student, the conviction that the librarians have the right and the responsibility to actively demand support. The new technologies will be absorbed, as were the earlier developments in audiovisual technology, and they will be found to make the job easier in many ways as they complicate it in others. Pat Molholt, in her Samuel Lazerow Memorial Lecture at the University of Pittsburgh in 1987, quoted Abraham Peled's article "The Next Computer Revolution."[6] He said, "Just as machines capable of extending and amplifying human physical abilities created the Industrial Revolution, so computing — through its ability to extend man's mental abilities — is the engine propelling the current and as yet inadequately named revolution." Molholt's point, as she was exhorting the profession to get active in research or risk our very survival, was that few in the outside world perceived "library and information science" as active in this revolution, which we have come to see as ours because it is in information.

Thinking of Peled's statement from the point of view of those trying to prepare the next generation to deal with all this new information in new forms, or of those trying to train the people who will be doing this preparation, it is easy to be overwhelmed. The truth is, that not even futurologists can agree on the impact of this revolution, so we should not blame ourselves for not having the answers yet; but neither can we just follow the old patterns and leave the future to take care of itself. Determining ways to give new librarians for young people the heart to experiment and to make sure that all young people have access to information in all forms, is the most important challenge to the field in this next decade as we prepare for the 21st century.

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THE INTERNATIONAL ENVIRONMENT OF INFORMATION EDUCATION

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I will consider professional education in its broadest sense as a learning process whose goal is the preparation of an individual for professional life. At the heart of this preparation is a gradual introduction to special responsibilities inherent to the profession to be practiced. In this instance, I am not referring to areas of specialized knowledge or skills, although they certainly play an indispensable role in professional practice. Rather, my emphasis is on a frame of reference, philosophy and a pattern of attitudes that even in our extremely diversified society form a bond among the disparate members of a profession.

Although I am aware of the multidisciplinary literature of doom concerning professional ethics, I believe that awareness of and commitment to the responsibility for ethical decisions in the context of practice is one of the goals of professional preparation. The more complex our international environment grows, the more burning is the need for thoughtful reflection. The motto I would like to offer as a theme for this discussion echoes the words of J. Bronowski, "There is no way of exchanging information that does not demand an act of judgment."[1]

Bronowski's warning is especially timely because today library and information science education prepares individuals for work in a constantly changing society where information resources are managed and applied in innumerable situations other than libraries. Therefore, the professional philosophy fostered by education must permeate all environments and information service functions.

We read a great deal about the globalization of American education, business and professional cooperation, but encounter little evidence of readiness for these rapid changes in everyday work. The implications for information education are much more complex than to allow us to settle for a survey of who teaches what and where. Rather than dwelling entirely on the present situation, I propose to discuss some of the alternative approaches to the teaching of the international aspects of information systems and services. The article will briefly review the factors that affect professional preparation with an international perspective and attempt to create a framework in which different approaches to the curriculum may be contemplated.

THE PRESENT SITUATION

Most of the eight schools in New York State under consideration in this issue of *The Bookmark* list courses in the category "International and Comparative Library and Information Science," in the latest ALISE *Directory*.[2]

The second approach is the inclusion of international views, developments, projects and practices in various courses with coverage ranging from introductory or "gateway" topics to courses on online searching and telecommunications. Indeed, it is impossible to conceive of a discussion of telecommunication services and technologies without their international implications. Although the comparative method of study is prevailing in some of the courses entirely dedicated to the international scene, the treatment of international developments within a subject field is usually descriptive. A well-planned combination of separate internationally dedicated courses with international topics included in all — or most — library and information science subjects is a sound but difficult solution.

A third approach, used by all education programs to varying degrees, consists of nonformal and informal learning experiences. Colloquia and discussion sessions with visiting scholars, field trips to institutions with international programs and internships with companies and organizations with an international orientation not only expose students to concepts and practices that they could not absorb from the literature but occasionally also convey the excitement inherent to intercultural relations.

INTERNATIONAL MARKETS FOR INFORMATION EDUCATION

Graduate instruction may never be divorced from a knowledge of the research literature and from active investigation into the problems eventually discussed in the classroom. International comparative studies in the United States are often handicapped by a lack of available data on other parts of the world, especially on developing countries. Few researchers are aware of the fact that one of the fruitful areas for comparative study is international information workforce development. In recent years, many information and library

schools around the world have engaged in qualitative and quantitative surveys of their graduates as well as in broader analytic studies of workforce requirements in order to identify existing and emerging markets for their graduates.

Demand is already exercising an impact on education. A trend toward curriculum revision and the establishment of new programs is evident. The twin currents of manpower studies and educational innovation have produced fascinating information, most of which is imbedded in little-known journal articles, conference proceedings and reports. Unpublished documents of manpower surveys, albeit not visible in the open literature, are available from the originating national agencies or information and library schools. In many cases, these documents include the identification of characteristics of the information workforce, analysis of current personnel needs in libraries, information centers and networks and recommendations for filling the gap between demand and supply. In a growing number of countries, data for planning the national information workforce have been recognized as a pivotal need for socioeconomic development planning.

The Sixth Session of UNESCO's General Information Programme (PGI) noted that "professionals, in their roles as changemakers, must be aware of the social impacts of change and must participate in and influence the direction of technological development."[3] In August 1988, the International Federation for Information and Documentation (FID) and UNESCO/PGI cosponsored the "Seminar on Information Manpower Forecasting" in Finland.[4] The objectives were to build a conceptual framework, review the advantages and problems involved in different processes, identify experience with various methodologies and the availability of data and synthesize policy issues. The seminar, attended by 55 participants from 22 countries, covered such themes as the search for the "ideal profiles" of information, library and archives professionals, the problems of standards and measurements and the role of information professionals in national development.

PRODUCTS OF INTERNATIONAL COURSES

International and comparative courses usually deal with international information systems, networks, library practices and policies. What do students learn? What professional abilities are the desirable educational products? Even a brief glance at international survey results, case studies and policy statements detects some objectives shared by schools in a number of countries. International education in American schools seems to strive to attain at least some goals similar to those of their foreign counterparts. When politics and the uneven availability of technology act as diversified forces, there is a sense of optimism inherent to international professionalism that can span economic and cultural boundaries. The notion is beginning to develop that graduates who have participated in courses, seminars, field work or research projects with an international content should be able to:

- Function intelligently in a society where business, education and professional cooperation are increasingly globalized
- Work in libraries and information centers where international information products and services are essential for meeting user needs
- Expand their knowledge of either policies or technologies or both to work with the international applications of computer networks and telecommunication services
- Participate in problem solving at the international level (e.g., in adult education, energy, global climate change, health care) by identifying and providing international scientific, technical and socioeconomic data
- Gain some understanding of issues of equity of access, privacy, proprietary information, competition in data and information services and intercultural information exchange
- Cooperate with information and library professionals abroad through professional organizations, partnerships and exchange programs

THE INTERNATIONAL ENVIRONMENT

In order to prepare individuals for work in a service profession, we must define the field and its role in society. In the international context, our conferences and projects never quite succeeded in defining relationships among librarianship, information science, information resources management, informatics and telematics. However, three associations (the International Council on Archives, the International Federation of Library Associations and Institutions and the International Federation for Information and Documentation) with UNESCO's leadership have begun to formulate the principles of harmonization in teaching and training in these three fields.[5]

Two decades ago it seemed that user studies would develop significant paradigms for research, education and practice in information system planning and implementation. But user studies, in spite of their occasional insightful results, led to assumptions about information systems that, especially at the international level, further divided professional branches of practice. Today it seems that the study of "informa-

tion use" is a more effective approach. The common element in all information use situations in any cultural environments is the potential of human development. It is the responsibility of information professionals to empower people in their personal and societal efforts toward development. Around this goal we can plan curricula and nonformal learning experiences that can bring information professionals into constructive interaction. Research on public participation in development has concluded that knowledge support to individuals is inseparable from the social and cultural context.[6,7]

The international environment of American education for information and library practice consists of different aspects of development defined as qualitative and quantitative changes in the entire fabric of society. Development is usually thought of as the technological and social emergence of the poorer countries. Indeed, the Third World's struggle for equitable access to information and communication is of greater significance to American practitioners than it is generally believed. However, there is some encouraging progress. The distant, seemingly unreal existence of the Third World's struggle has prompted some American librarians to begin the formation of partnerships with less privileged institutions in developing countries.

Other aspects of geopolitical relations are also components in the overall international development process. American trade relations with Japan are affecting the availability of high technology information, the proprietary nature of software and the role of disseminating research results. Plans for the European market of 1992 and rapidly unfolding East European affairs are already changing the international information environment in more ways than we could have anticipated. The globalization of American corporations is raising new demands for international data and communication systems for managers at the same time when it is increasing the data traffic across national borders.[8,9] Simultaneously, the trend toward privatization in the developing economies, favoring the growth of local entrepreneurship, is opening the way for new information facilities and joint ventures.[10]

APPROACHES TO COURSE CONTENT

International documents on various subjects in library and information science might provide a starting point for course design especially if a comparative method is anticipated. The synthesis of viewpoints from numerous countries reflected in these documents is a benefit.[11,12,13,14]

In a dynamic environment, courses need frequent revision and expansion. As graduates are entering an increasingly complex world, whether they expect to meet the information needs of communities, industry, academic programs, research institutes or consultant firms, they will have to depend on both broad overviews of the international scene and specialized resources. They have to feel comfortable with multidisciplinary knowledge domains. Several disciplines have produced literature on technology transfer that includes the advantages and problems of transferring information technology, systems, software, courseware, library techniques and educational models from country to country. In this respect, courses must emphasize the importance of avoiding major problems of the past caused by the inappropriate transplanting of technology or curricula from one cultural environment to another. Our graduates today need to acquire not only the ability to use international information resources but also insights into intercultural communication.

The potential approaches to the content of international courses range over a wide spectrum of topics determined by the global environment. The following three themes are only a few examples that might be considered. The topics under each might be treated by using either the descriptive or the comparative methods.

International Information Systems and Services in an Organization

- The need for external information to support economic, scientific and technological decisions
- Relative availability of domestic, international and foreign country data
- Validity, credibility, timeliness of information
- Value-added processes in international information systems
- International communication networks
- Intergovernmental organizations (IGOs)
- International nongovernmental organizations (NGOs)
- National information sources in foreign countries
- Evaluation of international systems
- Integration of external information with in-house resources
- Condensation, reformatting, presentation for specific uses
- Privacy, confidentiality, intellectual property protection in international systems

International Information Policies

- Trends affecting the development of information policies
- Skills in applying policy analysis methods to international information-related issues

- The information and library professional's use of policy information
- Decisions and choices pertaining to "international ethics"
- Public, private and proprietary information in foreign countries
- Domestic laws, regulations and court decisions on international issues
- International treaties, agreements and standards
- Policy study organizations and research programs
- International scientific, technical and socioeconomic information sharing
- International data services
- Transborder data flow
- Intercultural technology transfer
- Cooperative professional projects

Information Planning and Use for National Development

- National development in various regions
- Information resources for development studies
- Developing countries in the world economy
- Trends in sustainable development planning
- The role of libraries and information centers in national development
- Professional associations in national development
- Information support for development decisions
- Ethics and development information
- Information needs of technical aid projects
- Sponsor agency information needs
- Grassroots movements' information needs
- Dissemination for rural development
- Dissemination for enterprises
- Evaluation of project information

There are several commonalities in the above examples: the courses study library and information services in the context of a broad international issue; students are prepared for alternative jobs and pertinent responsibilities; ethical concerns inherent to all information work are stressed; and the knowledge and skills acquired are applicable to several types of library and information service roles.

CONCLUSION

This article has considered library and information education in its broadest sense as preparation for a professional role in a complex society where international issues touch upon our everyday lives. A brief overview of the need for international education and of workforce surveys that are potential sources of data was followed by mention of capabilities and skills useful for meeting the needs of users involved in international research, education and practice. A few characteristics of the information environment were charted as an overall framework for information education.

In the face of the global dimensions of information needs and resources, the professional needs a broad understanding of issues and specific skills to evaluate and use sources. But the challenge presented by the ever-changing international environment goes far beyond this. It suggests constant vigilance and willingness to innovate, and it demands coverage of policy issues that — in Bronowski's words — require an act of judgment. The long-range goal of international learning is to develop the ability to deal with political and organizational complexity, to learn to appreciate various cultures in which libraries and information systems operate and to pave the way for international professional cooperation.

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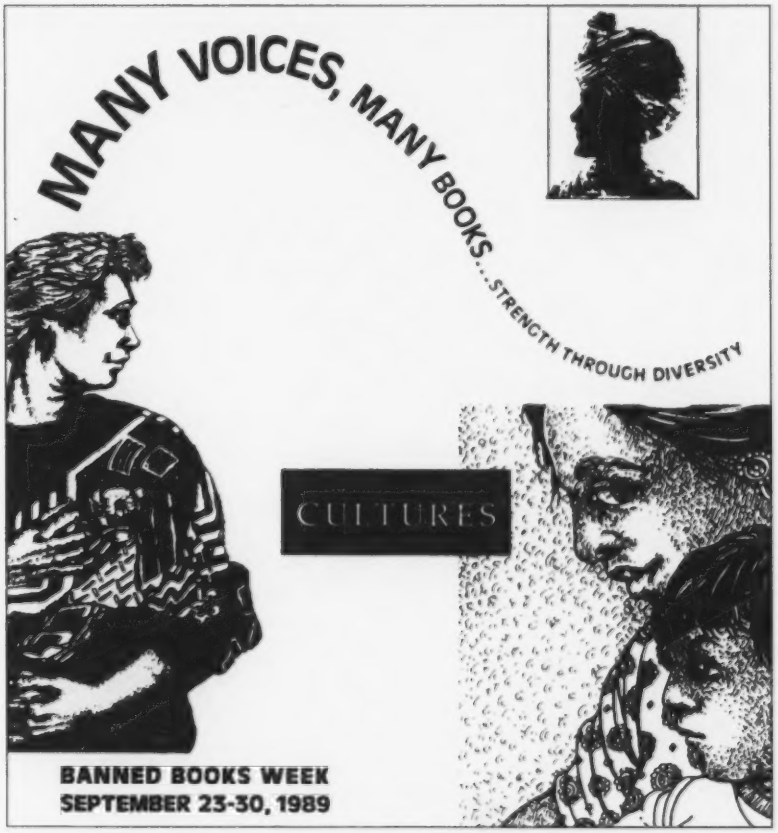

WHAT DO LIBRARY SCHOOLS TEACH ABOUT PROFESSIONAL ORGANIZATIONS?

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In schools of library and information science there is more instruction about professional organizations than the published course descriptions and outlines indicate. A review of the published material from the eight schools in New York State having programs accredited by the American Library Association shows little beyond a single unit of instruction in the introductory course suggesting perhaps that little else is taught on the subject. Further inquiry shows the reverse. It shows that instruction about professional organizations is given in many forms in many courses across the curriculum, supplemented by opportunities for informal teaching and learning.

Professions are characterized by their areas of service, their education and training programs for practice in the service areas and their professional organizations. The organizations aim to promote and improve the education, the practice and the service. Library schools educate for the practice of librarianship and in the process, of necessity, teach much about libraries. To what extent do they teach also about the professional organizations of librarians and libraries? A survey was conducted to illuminate the nature and extend of coverage of the subject in the programs of the schools.

THE SURVEY

The dean/director of the school or the chairperson of the curriculum committee of each of the eight accredited library science programs in New York State[1] was interviewed by telephone in January 1990. The eight schools included in the survey and the respondent for each are:

State University of New York at Albany, School of Information Science and Policy — Richard S. Halsey, Dean

State University of New York at Buffalo, School of Library and Information Studies — George S. Bobinski, Dean

Columbia University, School of Library Service — Robert Wedgeworth, Dean

Long Island University, Palmer School of Library and Information Science — Paul Winckler, Chair, Curriculum Committee

Pratt Institute, Department of Graduate Library and Information Science — Rhoda Garoogian, Chair

Queens College, Graduate School of Library and Information Studies, The City University of New York — Irene Tjoumas, Chair, and Marianne Cooper, former Chair, Curriculum Committee

St. John's University, Division of Library and Information Science — Brother Emmett Corry, Director

Syracuse University, School of Information Studies — Susan Bonzi, Chair, Curriculum Committee, and Charles McClure, Library Science Coordinator, Master's Program

The cooperation of the respondents is gratefully acknowledged.

The discussions delineated courses in which units of instruction are devoted to professional organizations, courses in which discussion of the publications, policies and programs of the organizations is integrated with other content, and the availability of informal opportunities for teaching and learning, including student chapters of professional organizations.

The inquiry revealed that:

1. The American Library Association (ALA) and its divisions, Round Tables and Committees; the Special Libraries Association (SLA); and American Society for Information Science (ASIS) cover the wide range of interests and concerns of librarians. Instruction about them is integrated in the content of many courses across the curriculum.
2. In all eight of the schools, information about the history, programs, policies and publications of library and information science organizations is given in the introductory library and information science courses; in seven, it is presented as a distinct unit of instruction, and in one the information is integrated with other course content. In three schools there is direct instruction on organizations related to the area in the courses on administration and management of libraries by institutional specialization, e.g., Special Libraries Association in the courses on administration of special libraries.
3. Information on many library associations is presented indirectly, integrated in the content of the

various courses. For example, American Association of Law Libraries is discussed in courses on legal reference sources and services and on the management and administration of law libraries; Medical Library Association is related to biomedical information services. Art Library Association of North America and Music Library Association are discussed in courses on humanities reference sources, management of academic libraries and rare books and documents. No student chapters of these were reported but in some schools students were said to attend their local meetings regularly.

The study of collection development policies highlights the activities of several divisions of ALA — Resources and Technical Services Division, American Association of School Librarians, Association of College and Research Librarians. The guidelines for Media Programs demonstrate results of cooperation in matters of mutual concern between organizations, ALA and the Association for Educational Communications and Technology. Study of the Dewey system of classification of library materials interweaves historical perspectives on Melvil Dewey and other library service pioneers with the development of technical services, library schools and library associations. The discussion of international organizations and agencies is interwoven with examination of bibliographic control in courses on reference, cataloging and classification. The International Federation of Library Associations and Institutions (IFLA), the Central Classification Committee of the International Federation for Documentation (FID) and the International Organization for Standardization (ISO) were included in these discussions. Examination of how standards and guidelines are developed in the United States brings in the accreditation of the National Information Standards Organization (Z39), NISO, by the American National Standards Institute to develop voluntary standards; the work of NISO, which makes available technical standards for the library, information science and publishing communities; and the work of the National Federation of Abstracting and Information Services (NFAIS) in the voluntary application of standards.

Courses related to public and school libraries focus attention on state and local associations and on organizations related to services for specific user groups. Some examples are: the ALA divisions — American Association of School Librarians, Public Library Association and Association for Library Services to Children; and New York Library Association.

4. Associations related to books, publishing and the information industry are brought to the attention of students in relation to coursework: Associated Information Managers, American Printing History Association, Antiquarian Booksellers Association of America, ARMA International related to information and records management, Society of American Archivists. Along with information on the topic under discussion reference to associations outside the library field illuminate the generic characteristics of professional organizations and their value as sources of information.
5. In the classroom, the discussion of the programs, policies and positions and publications of professional organizations is integrated with the exploration of many themes or topics. The topics with integrated content most frequently mentioned are:
   - Reference resources, collection development and organization
   - History of books, libraries and librarianship
   - Information technology, research
   - Improvement of information services
   - Library administration
   - Accreditation, standards
   - Legislation and public policy related to access to information
   - Librarianship as a profession, education and training, career development, international and comparative librarianship, professional ethics
   - Current issues in librarianship.
6. The organizations mentioned above reflect the range of the professional organizations that are interwoven in the coursework of formal education programs. They are but examples of the many associations mentioned by the curriculum chairpersons and deans/directors during the inquiry. The same general content is covered in the core curriculum of all the schools, but it is differently distributed over the courses. So, too, are there differences among the schools in the specific organizations mentioned and the relative emphasis given to each.

To summarize, then, in the formal education program there is a direct focus on professional associations in introductory library and information science courses and to a lesser extent, in courses on administration and management of libraries by area of institutional specialization. Much more teaching and learning takes place indirectly, by way of the discussion of the history, programs, policies and publications of professional associations that is interwoven in the coursework throughout the curriculum.

In addition to the formal program the schools pro-

vide informal opportunities for teaching and learning about professional library and information science associations.

INFORMAL TEACHING AND LEARNING

There is no single pattern to opportunities provided for informal learning about professional organizations. One school has a student association that encompasses all registered students, a student chapter of American Library Association (ALA), Special Libraries Association (SLA) and American Society for Information Science (ASIS), a chapter of Beta Phi Mu honor society and an active alumni association. Most schools reported student chapters of two of the three organizations — ALA, SLA, ASIS — and one school has none. In one school a single professor serves as faculty liaison to all student chapters of professional organizations on campus; in another, one faculty member is appointed advisor to each of the student organizations with assignment made on the basis of the interests and areas of expertise of faculty members. In some schools the presence of campus chapters represents student interest and initiative rather than administrative or faculty arrangement.

Some schools emphasize and support student attendance at meetings of local and state library associations; some provide opportunities on campus for interaction with active individual members of professional associations by inviting them as guest speakers at colloquia, career fairs, convocations and the like.

During exit interviews in some schools the importance of professional associations is called to the attention of the students who are at the point of graduation. One school reports little administrative attention to contact with professional associations. Here student participation is expected to be wholly dependent upon voluntary initiative of the individual.

DISCUSSION

A unit of instruction on professional organizations usually is taught in the introductory course. The prevalence of this course content placed early on in the education sequence, in a core course required of all matriculants, bespeaks its importance. The introductory course is designed to provide the student with an overview of the foundations of library and information science. Its scope is broad. If the intent is solely to illuminate the history of libraries and librarianship, the subject of professional organizations might be treated more intensively in history courses. This suggests that information about professional organizations is considered basic to professional education.

It requires no extensive research to find information on the pivotal role of library associations in the development of library service in the United States and the emergence of librarianship as a profession. A review of relevant items in general reference works reveals that the objectives and programs of the associations are directed toward theoretical foundations, societal context, improvement of practice, professional growth and development encompassing adaptability and ethics.[1] In a recent article Jane Robbins pointed out that these are critical components in professional competencies.[2]

Professional organizations in general are recognized as important. For example, they are considered to have a role in expanding human services and improving practice. National organizations and international agencies offer support for strengthening professional organizations in developing regions of the world, especially the scientific and technical organizations. This is an aspect of efforts to broaden the educational and economic infrastructure.[3] For librarians, professional associations are significant information resources. The associations publish research studies and explorations of trends and issues in specific domains of practice and knowledge. In the process of exploring various themes in the education program of the schools, students learn to identify professional groups associated with various domains and how to use them and their publications as reference sources. Adaptability, resource sharing and networking, and skill in obtaining reliable information in rapidly changing situations are involved here.

Robbins stated that "The function of a professional school is to educate for the broad field, not to emphasize training in its narrow skills. Skills development comes during an internship or during the first year of practice in those fields like librarianship where the internship is not a fundamental part of professional education."[4] From this perspective, it seems that professional organizations are considered an important subject of study in library schools. Education related to them is included in the formal program of all schools. The education is offered directly by focusing attention on them in units of instruction given in the introductory courses and indirectly by interweaving information about them with other coursework when appropriate throughout the curriculum. Just as the schools differ in emphasis on training in skills for professional practice they differ in approach to training for participation in professional organizations.

Participation in student chapters of library associations seems to be related to learning-by-doing, to developing skills and internalizing the values of the profession. To the extent that participating in associations may be considered an aspect of professional librarianship, the informal opportunities for teaching and learning may be said to provide fieldwork training.

CONCLUSION

Nowhere does a course entitled *Professional Organizations* appear in the list of offerings of ALA-accredited library school programs, but teaching and learning about them is an important aspect of professional education. The schools are similar in their approach to integrating content on the organizations in their programs of education for the broad field of library service. They differ in the range of training opportunities and the administrative arrangements and support they provide for students to develop a repertoire of skills for participating in the organizations. These variations reflect the differences in emphasis on training among the schools in matters covered by the curriculum.

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TOWARD A LIFELONG STUDENT BODY

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The library school's chief responsibility in promoting continuing education is the development of a lifelong student body. Although this concept was enunciated a decade ago by one of the greatest continuing educators of our century, Cyril O. Houle, in his *Continuing Learning in the Professions*, it has not been heeded. Failure to strive for this goal, or even be aware of it, is, in the opinion of the author, the reason for the lackluster success of many willing and energetic seminar, course and workshop builders.

What exactly would be involved for a school to be guided in its continuing education endeavors by having as its goal building a lifelong student body?

STEP ONE — PAY ATTENTION TO THE ADMISSIONS PROCESS

First, it would mean paying careful attention to the admissions process, starting with the scrutiny of the admission application. It means looking for students who have the potential for being lifelong learners and have shown signs that they are likely to be in this category. Such signs would be examples of self-initiated learning projects carried out beyond school assignments; participation in leading youth groups; involvement in extracurricular programs sponsored by libraries or museums; or membership in literary or cultural societies. From the application data, admission committee members could seek indications that applicants have a zest to learn beyond classroom instruction. To estimate the continuing educational potential of students applying for admission at the library school of the Catholic University of America, references listed by applicants are asked to indicate the degree to which the prospective student has "motivation toward lifelong learning."

STEP TWO — DEVELOP STUDENT COMMITMENT TO LIFELONG LEARNING

Second, building a lifelong student body would mean that after the student has been accepted and matriculated, the next obligation of the school is to provide ways during the Master's program to develop the student's personal commitment to a lifetime of learning. For this process to be effective, it is essential that the school's strategic plan have as a primary goal helping students establish the habit of continuing self-education to save them from professional obsolescence and providing them with the expertise and enthusiasm necessary for quality performance throughout their careers. If this goal is not agreed to by administrators and faculty and clearly stated, the concept of developing a lifelong student body will not have the potential for effective implementation.

As with most concepts and goals, this goal of a lifelong student body is easier to state than to achieve. Being successful will take on the part of the faculty ongoing attention, cooperation and willingness to experiment, and the development of some way to evaluate effectiveness over time. Here are a few ideas to consider.

A way to enhance later competence is to ensure that during the years spent in the master's program the student's personal commitment to lifelong learning is firmly established by both curricular content and by efforts to develop the behavior patterns of students. A school can make room for continuing education content in already overcrowded curricula and can develop the behavior patterns of students by omitting some content that might be better and more effectively learned later and by integrating continuing education concepts into courses throughout the curriculum. In many courses, faculty can instruct in the practical values of continuing education and provide examples of graduates who have achieved great success in their careers due, at least in part, to their continuing education activities. The need for continuing learning should be emphasized in any course where it is appropriate. Assignments that force the students to seek out answers to work-related or theoretical problems that require thinking and action beyond required reading and assimilation of lectures can be helpful aids in developing self-learning behavior patterns. Either in a designated class or as a special student association activity, students can be shown the basic elements of building a personal learning plan and be given supervised practice in making such a plan.

While studying for the first professional degree, students should be exposed to continuing education activities that the school is offering to practitioners in the area. By helping in the planning and the hosting of these functions, students can be introduced to the techniques and resources of continuing education projects and meet leaders in the profession. If a school is

in the area where joint continuing education workshops are popular, these events provide opportunities to assist in registration, to take part in simulation exercises and to help in the preparation of the bibliographies and handouts. These are all valuable learning experiences. In addition, they have the added advantage of letting students see leaders in the profession take time to gain added expertise or broaden their knowledge in new areas. This is an influential way of demonstrating the importance of continuing learning. Students observing a whole faculty interested in, and themselves participating in, continuing education, see a powerful example of the value attached to lifelong learning.

STEP THREE — ASSIST GRADUATES TO CONTINUE THEIR EDUCATION THROUGHOUT THEIR LIVES

The school that has followed Step One — choosing students who hold promise of being lifelong learners — and Step Two — developing a commitment to continuing education during the Master's program — should initiate Step Three — assisting all graduates to continue their education throughout their lives. This demands a comprehensive investment in planning, accurate record keeping and, most of all, a dedication toward building a lifelong student body. After the work, energy and funds have been expended in Steps One and Two, it would be extremely shortsighted to ignore the results of these efforts as graduates pursue their careers. In addition it would be shortsighted from the point of view of the influence the school could have within the profession. If the school is committed to the value of a lifelong student body, it is imperative that the school keep in close touch with all of its alumni for the whole of their lives. This involves offering services that will take into account the special talents and interests and needs of each person; it means helping each student adjust to career changes as well as helping graduates locate suitable career opportunities; it means keeping each graduate informed about changes and developments in the profession, such as new knowledge and skills needed for quality performance. It means that the school stands ready to help graduates solve problems that arise in their work situations. This may sound quite overwhelming, and so it would have been a few years ago. Now, however, with the development of a comprehensive computerized system it is possible to maintain continuous interaction between alumni and faculty. The computer makes many services possible without a huge investment in personnel.

To be effective in keeping meaningful contact with alumni, the system must incorporate a number of elements. First, it is necessary to devise a questionnaire to gather basic information about the specific interests and career goals of all graduates and their needs in the workplace and to establish a system to keep this profile up to date. Another essential of the system is to stimulate the faculty to see the value to the school and to the profession of being actively involved in maintaining a viable lifelong student body, so that specific questions or problems in their field of expertise can be directed to them and their helpful answers and suggestions returned. It means the faculty, for example, would be willing to contribute articles for a "CE Reader" to be issued by the school at intervals, or perhaps to develop a series of cassettes with new and vital information about which the alumni should be aware. What is needed is the current accurate information that will help the alumni in their lifelong continuing education adventure.

It would be very helpful in the development of such a program for the school to have one faculty person, or a special administrator, who would have as a top priority the development of the school's lifelong student body. However, even without such a paid position, exciting possibilities exist. For example, most schools have an alumni board, the members of which spend most of their time planning receptions and financial campaigns. Many would be eager to be engaged in more innovative and content-oriented activities; they would rise to the challenge of developing programs that would capture the interest of alumni and practitioners alike. Also there is the corps of retired alumni who would view involvement in such a program as a stimulating way to use their experience and expertise to strengthen the school and the profession.

An example of the program designed to meet the needs of the alumni in the area of a library school was the Friday Forum series developed at the University of Southern California. The objectives were to: 1) keep alumni and other practitioners in the area up to date on recent developments in which they had an interest and a need to know in order to give quality performance in their positions; and 2) to develop networking opportunities with practitioners in the area. The series included such topics as use of technologies, marketing, group dynamics, multitype library system administration and strategic planning. The Friday Forums, held at regular intervals, also served as a means of developing the personal commitment of current students to continuing education as there were no classes on Forum days and students were welcome to attend. The basic format of a session was: hours — 9:00 a.m.-3:00 p.m.; one issue or topic per day; one keynote presentation plus small group interactive sessions; catered lunch served (included in the price of the Forum); and coffee served at opening in the morning. These forums were open to students without credit. If they wished credit, it was necessary to take a prescribed number and writing a paper on each ses-

sion attended. Libraries in the area were encouraged to buy a block of admissions for a group of employees. The faculty coordinator for the Friday Forums worked with a committee of alumni and leading practitioners in the area to design the schedule for a semester. Topics and issues were based on needs identified by alumni and practitioners.

Another type of continuing education offered by the University of Southern California Graduate School of Library Science was to invite MLS graduates who wanted to become updated in some specific area, or who had not had some specific course for which they now had a need, to take courses in the regular degree program at half tuition, for which they were given CEUs. This type of enrollment by alumni and other practitioners was limited to five for any given course. Again, this also served the purpose of demonstrating to the current student body the value of continuing education — even by the busiest of practitioners.

STEP FOUR — PROMOTE ACTIVITIES AND PROGRAMS CREATED BY THE JOINT ACTION OF FACULTY AND ALUMNI

There are many ways to market what has been created, but here the emphasis is on that proven by business studies to be the single most effective way: direct mail. The goal of direct mail is to make those who receive it take action — to respond in some way. Direct mail is expensive, but it produces measurable results. According to Elinor Basso and Larry Winters of the Dun and Bradstreet Corporation Foundation, direct mail success depends on "five critical elements — lists, the offer, the visual package, copy and timing."[1] All are vital, and one cannot assume that one is more important than another. Let's examine briefly some of the most important factors of these critical elements.

Mailing lists are important. They have the power to cause failure or success to the seminar, workshop or course you propose to offer. With an alumni association, you have a great early advantage. You have a list ready for use, which saves time, energy and speculation about whom to include. If you want to broaden the base of participants beyond alumni, you can offer your alumni an incentive such as taking 10 percent off of the announced cost by bringing a friend. This also is a way to expand your mailing list.

The mailing piece must make clear exactly what you will give the recipient of the mailed item in return for taking the action suggested, including:

1. The price: should it be $50 or $350? Research has shown that underpricing can be just as harmful as overpricing. It is necessary to determine through surveys or past experience how much your alumni are willing to pay for a quality learning experience and then set the price accordingly.
2. CE: a program offered on the campus does not offer the same glamour as going to the Plaza Hotel in New York City or to Miami Beach, but it may have more appeal to alumni because it brings back memories of student days, costs much less and saves time.
3. The length of the seminar or workshop is usually tied into the cost, with half- to full-day programs usually being under $200, while those lasting several days off campus can be priced at $500 or higher.
4. Help the recipient take immediate action on receipt of the offer by providing convenient ways to pay, such as a check, credit cards or "send bill." One can boost early registrations by providing a discount before a certain date. Another direct mail technique that has proved effective is to offer some kind of gift for registrations received before a certain date. Another proven technique is to reward the first 10 (or whatever number you select) a gift. Gifts should be related to program content, such as reprints of articles by speakers, an audiocassette featuring the keynote speaker or a free copy of the "Alumni Reader" published by the school.
5. A successful technique used by those with long marketing experience is to offer a guarantee — money back if not completely satisfied. ("If you are not completely satisfied after two hours of this seminar, tell us and we will refund your money.") Refunding money may seem difficult or too commercial, but it has the advantage of letting the alumni know you are firmly behind the program you are presenting, and it lessens resistance to your mailing.

Library schools have another built-in advantage. Their continuing education offerings carry the authority and promise of being high quality. Alumni, as well as practitioners, are more likely to choose a program offered by a university rather than a little-known commercial company.

The next item to consider is the package — what arrives in the mail announcing the continuing education activity. It determines to a high degree whether a response will be sent back. As those receiving your mailing piece will already have your program offer, the critical elements are whether the package is large enough to tell your story, gets noticed and fits into your budget. The right package has to do with your targeted audience and the kind of continuing education opportunity you are promoting. A popular format at the moment in business is the "Report format," which is usually a minimum of eight pages stitched or

stapled together like a little booklet and using only typewritten copy (no typesetting, pictures, color or fancy graphics).

With the coming of the computer, invitations no longer start "Dear Colleague"; they are personalized. It is encouraging to know that thousands of continuing education seminars and workshops are successfully promoted each year without elaborate graphics or color printing. In fact, you can send out the announcement on your alumni stationery and have a very successful response — because you already have the respect of your audience and do not need "to put on a show."

Research shows that *when* you mail your package is a very critical factor in direct mail. Years of testing have been done on the right timing, so why not use those results?

- Mail 8-10 weeks in advance of a short, less expensive program (one day with under $200 registration fee).
- Mail 10-16 weeks in advance for longer, more expensive seminars of over one day in length and a registration fee over $500.

The science of when to mail program announcements has become so exact that an experienced marketing professional can estimate quite accurately how much money is lost every day the promotional mailing is late.

Another factor to consider is the season of the year. Marketing research shows what have been found to be the best months:

1. Late September-November, first choice
2. January-March, second choice
3. April-June, third choice

Be sure to study the calendar before dates are set to avoid holidays. Also avoid Mondays and Fridays, unless you are planning a program to be held at a distant site.

To the inexperienced person using direct mail, one of the most surprising research findings to learn that in direct mail *long copy sells*. It is not unusual to have seminars promoted with 12-page booklets or 4- to 8-page cover letters. The rationale from the experienced promoter is that the best prospects for continuing education programs are those who are already interested in the activity being offered, and, as the school already has a built-in relationship with the recipients, they are predisposed to read the text all the way through. Describe everything about the program that could be of possible interest. Don't just outline the content. As you write the copy keep trying to answer the question in the mind of the reader, "What is in it for me?"

The tone of the text should be as informal a style as you would write to a good friend. Focus on *you* (the reader), not on *we* (the presenter of the program).

Be specific about the benefits rather than deal in generalities ("This program will reduce stress in your job....") Be sure to include specific objectives (What you'll learn from this program).

The reply order form should:

- Restate the major elements of your offer
- Request any address or phone number changes
- Contain the mailing label (either on the front or the back for response tracking purposes
- Repeat seminar dates and locations[2]

A helpful way to pick up new ideas and new participants is to sponsor programs with professional associations, other library schools and other professional groups on your campus. After all, many areas that librarians are interested in deal with the same basic concepts as other professions. Examples are management principles, leadership qualities, strategic planning, environmental scanning, group dynamics, etc. Money can be saved by cooperating with others and there is potential for learning new techniques and developing new networking contacts.

To date, we have emphasized the importance of the library school developing its constituency into a lifelong Student Body. But it is also important to recognize that the library school has an obligation to the profession and to the community to help those from other schools now located in the vicinity and provide opportunities for continuing education for them.

STEP FIVE — DEVELOP A CLEAR-CUT MANDATE

Finally, the library school has the obligation to convince the university of which it is a part that continuing education and the development of a lifelong student body is not a marginal activity. Rather it is indispensable to the development of the individual and to the development of professionals in the area in which the school is located. Implementation of this concept will also have the result of creating new markets for other university programs and will raise the value of the university in the minds of the practitioners in that location and beyond.

CONCLUSION

The case for building a lifelong student body is convincingly summarized by Houle:

> "One clear-cut mandate for a professional school is to assist the graduates of its own pre-service programs to continue their education. If a school has chosen students on the basis of probable learning potential, has carefully fostered the habit of independent study, and has devised a curricu-

lum that assumes continued study, it would be strange to ignore the results of these efforts when graduates become active practitioners. If lifelong education is to be considered continuous, not sporadic, each school must remain in touch with its own alumni....[3]

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The librarian's preparation. Every bit of equipment counts in the librarian's favor, and his general preparation should be as well-rounded and extensive as possible. A high school education or its equivalent is the minimum, and four years of college work are desirable. Wide reading, travel and specialized study will increase his fitness for particular positions.

In addition, the librarian should know his books — both those which actually furnish information and those which guide him to it. He must know how to select them wisely and how to buy them economically. He needs familiarity with systems of classification and with methods of cataloging. He should be able to plan and arrange a library building or room, know what equipment is necessary, and how this may be advantageously secured. He should be skilled in learning quickly the information resources of his community other than those of his own library. He should have knowledge of the methods in staff and budget management which have been found successful in libraries generally. All this can be gained most quickly and most effectively through attendance at a library school. The curriculums of the various library schools aim to present those methods which have been found essential as a basis for library work, to do this in a comparative and comprehensive manner, and to fit the student for a position wherever an opening may occur.

— from "BOOKS AND A VOCATION; What librarianship has to offer as a life work. Statement of the Association of American Library Schools," New York Libraries, *v7, n5, November 1920. p. 133.*

MINORITY REPRESENTATION IN LIBRARY AND INFORMATION SCIENCE PROGRAMS

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Minorities include four protected classes as defined by the Civil Rights Act of 1964. These include African American, Hispanic American, Asian American or Asian and Pacific Islanders and Native American or American Indian. When one examines the totality of students in the library and information science programs in the United States, one easily comes to the conclusion that minorities are grossly underrepresented in the profession in general and the library and information science programs in particular. The schools of library and information studies should reaffirm their commitment to increasing minority access to the library and information science profession by adopting a comprehensive program for the recruitment of minorities. While there has been limited progress toward achieving a modicum of access for minorities, the continuing severe underrepresentation of minorities in the library and information science profession remains one of the most pressing problems that we are facing today. Because of the dramatic decline in the numbers of minorities graduating from library and information science programs and the availability of the potential untapped resource, this writer will present specific recommendations and strategies for action that will redress underrepresentation in the library and information science programs and serve as a framework for a comprehensive and coordinated attack on inequality.

DEMOGRAPHICS

By the year 2000, it is projected that the four cultural minority groups will comprise almost one-third of the United States population. Looking ahead to the year 2025, it is projected that the combined total minority population of the four protected classes will be 104,862,000. This population group will represent 35 percent of the total American population of 301,022,000. To describe this phenomenal growth in another way, more than one-third of the United States population in the year 2025 will be comprised of the four cultural minority groups that are the focus of this article. From the foregoing projections, it is clear that minorities are growing at a faster rate than the population as a whole, and, during the next three decades, the proportion of the American population of white and European ancestry will decline at a rapid rate.

In order to plan rationally for the future, the nation must recognize the fact that by the year 2000, more than 30 percent of the American population will be 65 years of age or older. Since American society is rapidly growing older and the emerging younger age group will be comprised primarily of minority groups, the future work force of the nation will shift heavily to minorities. Let us analyze the demographics further:

> Today's young adults, born in the 1950s, will be retiring from the workforce and depending more and more on state and Federal budgets for benefits. These facts have serious implications for America's economic planning, the educational system and library and information services. This means that, in the future, the working population will be smaller than that of the retired and unemployed, and it will consist of a larger proportion of minorities. Since minorities will constitute a major segment of the workforce and will contribute substantially to the economic well-being of the nation, the United States government must be certain that its minority population receive a quality education and are guaranteed access to library resources and information. Further, the minorities of the country must have the knowledge and skills to use the new technologies in the workplace as well as in every aspect of their lives. The nation cannot afford to ignore the education, training and library needs of its minorities.[1]

When one looks at the demographics of New York State, Richard S. Halsey reminds us in this issue that "by the year 2000 A.D., one of every three New Yorkers will be nonwhite." Therefore, what I have suggested for the nation as a whole is applicable to New York State. The foregoing demographics alone support the need for a national commitment to the recruitment and training of minority personnel for careers in library and information science. Moreover, if New York State desires to continue its leadership in many areas of American life including library and information services, it must also have a strong commitment in this regard.

DECLINING ENROLLMENT OF MINORITIES IN GRADUATE EDUCATION

The National Research Council's recent report on recently award Ph.Ds states that the percentage of blacks getting Ph.Ds is declining. While blacks received 1,116 doctorates in 1977, they received only 820, a 26.5 percent reduction, in 1986. Lorene B. Brown, in her "A Crisis in Librarianship: the Decline in the Number of Minorities Entering the Profession since 1979," described the small numbers of minorities entering the profession and the crisis that seems to be at hand. She reported that the low number of minorities entering the profession is reflected in the following numbers: in 1979, the 369 minority group graduates represented 9.63 percent of the total; by 1984, minority group graduates declined to 221 or 6.01 percent of the total at the master's degree level.[2] Four years later there was very little progress to report, for Kathleen M. Heim indicates that "all reporting U.S. accredited programs graduated only 226 students of minority backgrounds as compared to 166 students from other nations" in 1988. Moreover, Heim reveals that "ethnicity of students continues to be dismally homogenous as shown by the ethnic data on Master's degrees awarded by accredited programs in 1978-88. Of the total number of students, 92.8 percent were white, 3.9 percent were black, 1.8 percent were Asian/Pacific, 1.2 percent were Hispanic and .3 percent American Indian/Alaskan Native."[3]

MINORITIES IN NEW YORK SCHOOLS

The Association for Library and Information Science Education (ALISE) statistics for the fall 1988 enrollment shows that minorities in New York schools comprise 6.3 percent of the total student population. Professor Halsey points with pride that this 6.3 percent accounted for 44.7 percent of the total minority student population found in the 53 U.S. schools. If one closely examines the 1988 student enrollment in the eight ALA accredited programs in New York State, the total minority enrollment consists of 101 students and 80 of these students are studying at Columbia, Pratt, Queens and St. John's. The largest number is at Pratt — 32, followed by Queens 27, St. Johns 11 and Columbia 10. Not withstanding this high enrollment for New York State, I must hastily point out that the total figures for minorities in all of our 53 schools in the country is dismally low and a crisis continues to exist in the recruitment and retention of minorities in library and information science programs.

The 6.3 percent minority rate in New York State may be applauded, but library educators cannot sit on their laurels as we move towards the year 2000 because of a large number of minority librarians will be needed to staff the nation's library and information centers.[4] A recent survey shows that minorities constitute only a small percentage of the professional staff of libraries, in both the country and in New York State. Large numbers of minorities live in the great population centers of New York, and New York libraries must have staffs that reflect diversity, multicultural programming and bilingual resources. It is of paramount importance that minorities be represented on the professional staff of the libraries. There is a critical need for a national commitment to the recruitment and training of minority personnel for careers in library and information science.

A SUGGESTED RECRUITMENT STRATEGY

What must be done to ensure diversity in the libraries of New York State? It has been this writer's experience in the recruitment of minorities that, in too many instances, minority students have not been encouraged to seek careers in the information profession. On my trips to colleges with sizeable minority enrollments, students report that they have never considered entering the field of library and information science. After they have been informed about the possibilities of careers in the field, many show interest. However, in almost every instance, all of the minority students need some type of financial assistance. The sizeable enrollment at Pratt is not happenstance but the result of a concerted effort to recruit. What follows are suggestions that I believe will assist in the recruitment of minority students to library and information science programs.

AWARENESS PROGRAMS

There is a limited and/or lack of awareness among minorities about professional career options in library and information science.

The following steps are recommended to initiate an effective awareness program by schools of library and information science:

1. Develop a promotional brochure about opportunities for study of library and information science.
2. Make visits to high schools to begin an awareness program.
3. Make visits to colleges that have large minority enrollment to recruit students.
4. Use the help of minority alumni to identify potential minority students.
5. When promotional literature is available, distribute through minority organizations such as the Urban League and the NAACP, etc.

6. Make contact with minority organizations to participate on their programs to promote library and information science.
7. Work with ALA Black Caucus, REFORMA, Chinese American Librarians Association, Asian/Pacific American Library Association and American Indian Library Association in establishing a nationwide recruitment drive of minorities to the profession.
8. Library school faculty should initiate informal contacts with Black Studies and other Ethnic Studies faculty to seek their help in the recruitment of minority students to library and information science programs.

FUNDING

There is lack of adequate funding to implement programs aimed at increasing minority participation in the profession of library and information science. The following program of funding should be created:

1. Commit funding to initiate a comprehensive recruitment program for minorities
2. Fund participation and representation at graduate school career day programs at predominantly black and other institutions of higher education.
3. Stimulate legislative and policy initiatives to obtain state and Federal funding for the education of minorities. Build on the legislative hearings held on higher education and promote increased funding of HEA Title II-B at the Federal level.
4. Tap financial resources from foundations and corporations.
5. Ensure the adequacy of stipends for students who may be married and have family responsibilities.
6. Ask alumni to make contributions to support this special thrust; a special mailing could be made for this purpose.
7. Establish a minority weekend. Minority alumni would be made aware of the critical need to contribute to the alumni fund for scholarships as well as aid in the recruitment of minorities.

WORKING WITH LARGE URBAN PUBLIC LIBRARIES AND MAJOR RESEARCH LIBRARIES

Library and information science program faculty should establish a working relationship with large urban public libraries and major research libraries to garner their assistance in recruitment. To develop such a program, library and information science schools should do the following:

1. Establish formal mechanisms with the large public libraries and the large research academic libraries to seek the development of a liaison program for the recruitment of minorities.
2. Urge the large urban public libraries and major research libraries to establish a tuition support program for minority staff who attend library and information science programs with a promise that persons will return to the libraries to work for a minimum of two years after graduation.
3. Send a representative to large urban public libraries and major research libraries to contact minorities by addressing staff associations and library unions and by participating in continuing education programs.

RETENTION OF MINORITY STUDENTS

It is not enough to recruit minorities to study at a large major predominant white university in New York State. It is also important that adequate support services be established to ensure the retention of minority students. The following recommendations for the retention of minority students are essential:

1. Special efforts must be made to prepare and retain minority students in their respective education programs that are required for successful completion of the professional educational program.
2. A counseling support service program must be established to avoid a revolving-door admission program and to eliminate low expectations of minority students.
3. There is need for additional minority faculty members who understand the problems faced by minority students and will provide diversity so that all students will profit from America's rich ethnic heritage.
4. Faculty should be more sensitive to the needs of minority students and make a special effort to make personal contact with them especially during the orientation period.
5. Minority students need access to minority professionals in the local area to help eliminate lack of role models. Minority professionals could be invited to address colloquia and serve as adjunct professors.
6. Develop a special kit for minority students including information on churches, housing, cultural institutions, minority organizations (both in the city and on campus), names of counselors and/or

advisors and the name of a student or students who may wish to be a big brother or big sister.

CONCLUSION

In 1988, a blue-ribbon commission sponsored by the American Council on Education and the Education Commission of the States issued a report that clearly indicated that "the nation must renew its commitment to minorities to achieve full, equitable participation in American life for all American citizens." In its call for a renewed commitment to minorities, this distinguished panel said "our democracy cannot succeed if one-third of our people — characterized by the color of their skin and their ethnic identity — essentially cutoff from participation in our national life...."

The report warns "also at stake is the future of the United States in the global arena. The growing majority of the world's people are Asian, Latin and black — who are subject to competing claims about which [political] system best produces material plenty, social justice and freedom....the credibility of our claim depends in large part on our ability to demonstrate that our system provides full equality and full participation to all our citizens, including those of color."[5] As we move towards the year 2000, I am certain that the eight library and information science programs in New York State will renew and strengthen their efforts to increase minority recruitment, retention and graduation. The future of the libraries of the State depends on this effort.

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ACCREDITATION OF LIBRARY EDUCATIONAL PROGRAMS REEXAMINED

By Herman L. Totten, Professor,
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Since the mid-1980s, the Committee on Accreditation (COA) has considered the need to involve a variety of professional associations more actively in the process of accrediting programs that award the first professional degree for the practice of librarianship. This consideration included participation in a project funded by the U.S. Department of Education to explore this matter, resulting in the report *Accreditation: A Way Ahead*, published by COA in 1986. During 1987, COA held meetings at which this report and its recommendations were discussed, including an open meeting with representatives of a wide variety of interested associations. Late in 1987, the Committee concluded that an important step in moving this exploration forward would be a review and reassessment of the *Standards for Accreditation, 1972*. In 1988, COA decided to establish a broadly based subcommittee for this purpose, developed a charge for such a subcommittee and consulted widely with pertinent associations to receive nominations for subcommittee membership. In September 1988, COA Chair Herman L. Totten appointed Suzanne O. Frankie, a member of COA, to chair the Standards Review Subcommittee and appointed as members Francis X. Blouin, Jr., Sandra S. Coleman, Marianne Cooper, Linda D. Crowe, Beth Miller, Emily Mobley, Jane Robbins, Fred W. Roper, Michele M. Thompson, Herbert White and Herman L. Totten (ex officio). (Herbert White was later unable to attend a crucial meeting of the Subcommittee and was excused from membership.)

The Subcommittee issued its report in January 1989. The report recommended that the *Standards* be revised. The report also paid special tribute to the effectiveness of the 1972 *Standards* as a framework for assuring minimum program quality and for effecting self-improvement of programs of education for librarianship, indicating that the recommended revisions would not constitute fundamental changes. Rather, the revisions proposed by the Subcommittee were intended to "provide for a general broadening and updating of the tone and language of the *Standards* to reflect the changes that the profession, including graduate education programs, has undergone...." The report went on to address each area of the *Standards*, suggesting general and specific changes.

At its spring meeting in 1989, COA adopted the report of the Subcommittee to Review the *Standards*, along with a plan for the process of carrying out the report's recommendation that the *Standards* be revised. This plan included the appointment of another broadly drawn subcommittee and involved the widest feasible participation in the process by selected associations and individuals. The same associations were consulted for nominations to this subcommittee as were consulted for the 1988 subcommittee. COA Chair Totten appointed Jane Robbins to chair the Standards Revision Subcommittee and appointed as members Vivian J. Arterbery, Frank G. Burke, Sandra S. Coleman, Marianne Cooper, Linda D. Crowe, Suzanne O. Frankie, Robert Grover, Beth Miller, Fred W. Roper, Michele M. Thompson and Herman L. Totten (ex officio). COA concluded that members of the Subcommittee would not be official representatives of the organizations that nominated them, because they were selected for their broad knowledge and interest in education and accreditation and because it was considered appropriate that ALA and COA maintain responsibility for the accreditation of programs leading to the first professional degree in library and information studies, including the development of standards.

The Standards Revision Subcommittee met in September 1989 and adopted a timetable for the revision process. The timetable includes completion of a first draft of revised standards by May 1990, a preliminary final draft by June 1991, final adoption by the ALA Council in June 1992 and endorsement by other associations during 1992 and 1993. The path to adoption and endorsement will include extensive mailings of Subcommittee reports, open meetings and hearings sponsored by ALA in various regions of the country and hearings in conjunction with the annual meetings of participating associations.

In October 1989, the Subcommittee issued a report in the form of questions and answers on various issues. This document shared the results of the Subcommittee's early thinking on such issues as the appropriate name for the specialty area of profes-

sional education, i.e. "Library and Information Studies" as a single field, for which the standards would be developed. The report was mailed to over 700 individuals and groups in the United States and Canada, including persons associated with a wide variety of organizations.

The impetus behind this article is a request by E.J. Josey, Professor of Library Science, School of Library and Information Science at the University of Pittsburgh, Pennsylvania, and Guest Editor of this issue of *The Bookmark*. Professor Josey requested that the author reexamine the accreditation process currently under review (Standards Revisions) by addressing the following four questions:

1. Will other professional associations help improve the accrediting process?
2. If so, will the new program ensure quality?
3. Will the new program ensure that the concerns of the other professional organizations are adequately considered by the Committee on Accreditation?
4. Finally, will the revision of the 1972 *Standards* have an impact?

We live in an information society. The proliferation of information has affected almost every aspect of our daily lives. Commensurate with this proliferation has been the significant growth of the information industry to which library schools provide personnel. The Committee on Accreditation understands the ramifications of the growth impact on education for librarianship and, therefore, invited various associations to join COA in the accreditation process.

The associations invited to join the accreditation process have been involved in the process of accreditation analysis. The seven associations invited are the following:

1. Canadian Library Association
2. Medical Library Association
3. Special Libraries Association
4. American Association of Law Librarians
5. Society of American Archivists
6. American Society for Information Science
7. Association for Library and Information Science Education

The first question to address is — Will the accreditation process be improved by including other professional associations? The initial answer to this question is "yes." Increased involvement with the various associations leads to broader expertise as it relates to library and information studies accreditation.

The purpose of accreditation is to improve the services of libraries through the improvement of the professional education of librarians. Pursuant to this purpose, standards should emphasize qualitative rather than quantitative criteria. The various associations can assist in the achievement of these standards that relate to the professional education of librarians.

The profession is in position for continued growth in nontraditional library environments.

Will the new program ensure quality? The answer to this second question is affirmative based on the assumption that different associations provide different perspectives to the process. Different perspectives lend themselves to different viewpoints, which, in turn, lead to a better analysis of the process. The new program can present the important philosophies of other information professions, while preserving the character of the roles and functions of library service/information studies. Program goals should reflect an awareness of the interdisciplinary nature of the information professions and the importance of basing information service on this awareness.

The American Society for Information Science (ASIS) continues to be apprehensive that the interpretation of the present standards, as far as information science is concerned, may vary depending upon who chairs the COA. Because of greater integration of information technology within the curriculum, library education is ready to expand into a field of growing importance. It is for that reason that ASIS would welcome greater involvement in accreditation. Other associations also appreciate the need to be involved.

The Special Library Association (SLA) perceives a need for better ways of developing specialization. The Archives and Records Management Association (ARMA) has a stake in bibliographic control, as does the Society of American Archivists.

This leads us to the third question — Will the new program ensure that the concerns of the other professional organizations are adequately considered by the Committee on Accreditation? Consistent with the two previous answers, COA answers affirmatively in that it has recommended that immediate action be taken to invite other interested associations into the accreditation process. Furthermore, COA recommends that the Inter-Association Advisory Committee on Accreditation work closely with each of the participating professional societies in the development of policy statements and appropriate documents that identify the educational requirements, for both general and soci-

ety-specific objectives, in forms that will assist the process of evaluation of programs for accreditation.

As we enter the 1990s, the information profession is in position for continued growth in nontraditional library environments. Greater information technology will demand that we constantly reevaluate, update and broaden the language of the profession. The *Standards* currently reflect a narrow focus on traditional concepts in librarianship. This focus must be broadened to include all information agencies and professions served by the accredited graduate programs. Replacing "library science" with "library and information studies" is one example of such broadening.

And finally — will the revision of the 1972 *Standards* have an impact? The answer is "yes." Much has changed in this world since 1972. In the last 18 years, our ability to retrieve, disseminate and organize information has expanded immensely. In light of these many changes, COA determined that a revision process would be initiated that would broaden and update the *Standards* to reflect changes in the profession. However, COA recommends that the 1972 *Standards for Accreditation* and associated or related guidelines continue to serve as the basis for accreditation.

In conclusion, information enhances knowledge. To paraphrase Carl Sagan, the evolution of the human species is from ignorance to knowledge. Libraries and information services are among the most valuable resources in an advanced society. The onus is on us as a profession to assure that they remain our most valuable resources.

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FROM THE BEGINNING: TWO PIONEER WOMEN IN LIBRARY EDUCATION

By Robert A. Karlowich, Associate Professor, and Rhoda Garoogian, Associate Professor and Chairperson, Graduate Library and Information Science Department, Pratt Institute, Brooklyn, NY

Two women who carried forward library education in this country from its inception by Melvil Dewey were Mary Wright Plummer, who graduated with the first class of the Columbia College School of Library Economy in 1888, and Josephine Adams Rathbone, who graduated from the New York State Library School in Albany in 1893. While both had been educated in the style and substance of Dewey, and Miss Rathbone herself wrote that "the Pratt school was the very first offspring of Mr. Dewey's fertile idea outside the walls of Columbia itself," neither woman was simply an obedient heir to the school in Albany.[1] Both were fiercely independent, with definite views as to what comprised a suitable curriculum to train students for professional positions in the field. In the same talk cited above, Miss Rathbone, referring to Miss Plummer (Even today we dare not call them anything but Miss!), said that "the second violin was not her chosen instrument...," but she could have been describing herself as well.[2] A brief view of the character of these two pioneers in American library education will show why Pratt became a leader in library education.

MARY WRIGHT PLUMMER (1856-1916)

Miss Plummer came to Pratt Institute in November 1890, after working for two years as a cataloger in the St. Louis Public Library.[3] She evidently shared responsibility of the library training classes with Miss Margaret Healy, "a member of the Pratt family," Miss Rathbone tells us, "who had taken the library as her special function with the title Director of Libraries...."[4] There seems to have been no tension in this arrangement, but, with the departure of Miss Healy in spring 1895, Mary Wright Plummer was made Director and Librarian. A letter she wrote to F.B. Pratt concerning her new position is indicative of both her confidence in herself and her ability to turn a proper phrase in defending her request for "an advance in salary." She could never be considered supine, merely grateful for the attention received from her superiors, yet she was careful to show respect for authority. The letter is worth quoting in full:

> Without knowing anything definite as yet concerning Miss Healy's plans, I have been able to gather from your remarks and from hers that her absence is to be so complete an absence that I shall have full charge of affairs. This prospect, to any one who knows, as I do, what she has had to do in the way of hard thinking and planning in the midst of the regular daily work, must be a rather appalling one. I was at first inclined to say that I could not undertake it, but I feel that that would be cowardly at this stage and that I can at least try.
>
> The library differs from every other library that I know of in this country, on account of its acceptance of certain problems not usual to libraries and its broad, progressive and original ways of solving these.*
>
> Its school gives it a unique position among free public libraries — and while comprehensive in its equipment of books it lays more stress upon quality as opposed to quantity than any other library of its class, so far as I can discover. It has made itself a name by *hard thinking* and *hard work*, not only in Brooklyn but in other cities.
>
> The hard thinking and the hard work can not stop, they must go on and the library's reputation must be kept up for the sake of the Institute as well as for its own sake. This will entail *continued* wear and tear, constant development, invention and foresight.
>
> The position I have held has been one of more or less responsibility, of course, but it has been a sheltered position, in which both praise and blame were shared. Now, I shall be held entirely and directly accountable, and the duty of planning and amending will devolve wholly upon me.
>
> In view of all this, I feel justified in asking for an advance of salary commensurate with the work and responsibility I assume.
>
> Librarians who are doing less work, less important, and less varied, are receiving salaries in many cases several times as large as mine, and many I know whose experience is not of so long

*Miss Plummer may have been referring here to the library's dual role as a public and institute library. At that time it had two branches in Brooklyn serving the public.

> standing and whose work requires but little versatility, who are receiving four and five thousand dollars per year. I feel sure that it must be in your intention to recognize financially the increase in my responsibilities, and if it is convenient for you to make a proposition soon, I should be glad to have the matter in such shape that I may consult my father in regard to my future plans, when I go home in July for the remaining time of my leave of absence.[5]

By the end of July Miss Plummer had received an offer of $2,500, which she quotes F.B. Pratt as saying "so long as `the position remains approximately what it now is'...." She accepted and added that she would "try to be worth that to the Institute."[6] Her worth turned out to be inestimable since, again to cite Miss Rathbone, the library school at Pratt owed its professional status to her.[7] While Miss Healy had focused on a school of training, Miss Plummer was not content to let it remain so, even though in 1891 an entrance examination was given, then "stiffened" in 1894.[8] After she took over in 1895, she included as faculty only "those members of the staff who had scholarship and who had shown teaching ability." She also began field work, brought in speakers from the other libraries and taught comparative methods in library work.[9]

Miss Plummer reported in *The Nation* on her visits to libraries in Europe in 1894-95, being especially impressed with the system in Italy.[10] Undoubtedly this experience led to the introduction of a second, separate year in the curriculum. Called the "Historical Course," its goal was to train students for more scholarly libraries and provide classes in ancient and modern "continental" literatures; history of books and printing, binding and engraving; and bibliography, among others. While the course did not become a strong feature of the school (by 1908 it had only been offered four times), Miss Plummer did report that those who finished it "claimed a certain confidence from their training [which] exerted itself upon their work."[11] Pratt, and Miss Plummer, were well ahead of library schools in the country with this course.

The second violin was not her chosen instrument....

There are two further points that should be made about Mary Wright Plummer. First, while she was enthusiastic about another second-year program begun in 1899, this time to train children's librarians, she did not hesitate to withdraw it so as not to compete with a training school begun at the Carnegie Library in Pittsburgh; second, she did not believe in only a theoretical education for librarians. Not to pay attention to the "market" (as we would say today) was to fail the student as well as the profession.[12]

In 1895, when Miss Plummer told Frederick Pratt that she would discuss her upcoming position and salary with her father, she did so not from excessive dependence on her family, but from her strong loyalty to her family ties. She never neglected them. In fact, in April 1897, she wrote to Pratt stating that because of changes within her family she was being called home permanently to look after her father and mother.[13] She reluctantly resigned her position, with recommendations as to who should take over various responsibilities.[14] Then in July, after all arrangements had apparently been made, she wrote again, from Illinois, saying that because of new conditions, she would be able to go back to work in September.[15] Mr. Pratt, clearly not favoring "the irregularity of a change of administration," was glad to have her back, in spite of the juggling in personnel that it entailed.[16]

It was fortunate for the school, and eventually for the library school formed at The New York Public Library in 1911, where Miss Plummer went, that her vision and energy were able to continue to move library education forward on a very practical level, yet with the high standards she demanded. She was truly a professional, but a humane one.

JOSEPHINE ADAMS RATHBONE (1864-1941)

In 1938, on Josephine Rathbone's retirement, the alumni of Pratt's School of Library Science commissioned Ivan G. Olinsky to paint her portrait. The portrait was shown March 15-21 of that year in the Macbeth Galleries in New York City and then presented to the Pratt Institute Library, where Miss Rathbone had begun her long career in 1893.[17] She went to Pratt immediately upon graduating from the New York State Library School. While her first position was Assistant Cataloger in the library, by 1895 she was Chief Instructor in the library school, a position she held until 1911 when she became Vice-Director upon the resignation of Mary Wright Plummer.[18] Edward F. Stevens had been selected by the trustees to head both the library and the library school, but Miss Rathbone was recognized by the students and graduates as the school's chief administrator.[19] It was no secret that there was "tension" between Mr. Stevens and Miss Rathbone. Rice Estes, later Director of the Pratt Library and a graduate (1932) of the library school, praised Mr. Stevens for the way he ran the library, "but Miss Rathbone ruled the library school. And the whole country knew it, including Mr. Stevens."[20] Did Mr. Stevens have his revenge in the

end? In 1934 he wrote to the trustees regarding his retirement and concern for his replacement, referring specifically to Miss Rathbone:

> [I] cannot imagine entrusting to such inexperienced and oblivious hands, though temporarily, the conduct of the library's affairs, even in the unlooked for event of the Librarian's early death. It's a man's job anyway.[21]

Having used his most effective argument, he then sketched in a few nonessentials linking the school and the library together as a unit to be run by a *male*:

> No less in the School has the problem of successors become vital. The Vice-Director having completed forty years of service will be 65 in early spring. To her the School has been everything, the Library of which it is only a part being subordinated to it in her thinking and doing. That she has never become reconciled to the relationship appointed by the Trustees nearly twenty-five years ago, of Vice-Director to Director, is incomprehensible to me, though I have favored her consistently and loyally promoted her professional ambitions. I will not dwell upon that phase, only to point out the inappropriateness of the remote eventuality of her ever succeeding to the Directorate of a complex organization which she does not comprehend.[22]

It may have been that "rapier-keen and logical mind" that turned Mr. Stevens away from any direct confrontation for 25 years and led him to take potshots behind her back. But she had stayed the course, and he was quite right that she was devoted to the school. In addition to her normal administrative duties, which included admissions, student evaluations, class trips, etc., she taught a number of courses, including book selection, a fiction seminar, reference work, bibliography, current events (then called "questions of the day"), classification, administration and, as well, a course on the survey of the field, which consisted of oral reports on professional literature. She was very involved, too, with the placement of her graduates, sending out a questionnaire on a regular basis and reporting her findings in the literature and at professional meetings. The survey also served as a vehicle for evaluating the adequacy of the school's curriculum in preparing her students for library positions.

Miss Rathbone's practical concerns were always in tune with the Pratt vision. When Charles Pratt founded the institute in 1887, he wrote that it was to give "all classes or workers, both artists and artisans, definite practical skill along some one line of work, and at the same time reveal...the possibilities of development, service and culture offered by the most commonplace tasks."[23] She several times gave evidence of this vision.

Her perception was that of a proactive librarian rather than a passive one. She felt the student should be aware of social trends and should strongly support "constructive forces" in the community. She was eager to make her students "socially minded" and would invite them to attend lectures at the Rand School of Social Studies as well as to political talks by such figures as Mayor LaGuardia.[24] She also followed a practical view about reading:

> I decided by way of impressing the students of the school with the importance of the study of reading interests to give them in connection with the course in book selection some first-hand experience in conducting a study, on a scale within the limits of their time and attainments into the popularity of certain authors and subjects in different sections of New York City.[25]

Another time she wrote:

> The real job of a librarian is to know books, and it is not necessary for a librarian to be an author, a bibliographer or a holder of countless college degrees...While librarians must know bibliography, a librarian may function with entire success without having himself ever compiled a bibliography or written a treatise upon it...let us not lose sight of the real essence of our job, which is to know books and to understand the book needs of people.[26]

Beginning in the early 1920s, her commitment to Pratt's philosophy was nowhere more apparent than when she fought against the attempts of the American Library Association and the American Association of Library Schools to standardize and raise the requirements for admission to library schools. She argued for flexibility on the part of schools to regulate their admission standards according to their distinct missions. This was a particularly difficult time for the library school at Pratt, for it could not go against the policy regarding entrance requirements set by its founders. As one correspondent wrote, "That for a time threatened to kill the School, and it was only Miss Rathbone's outstanding intelligence and leadership which carried the School through those rough waters."[27]

Her commitment to Pratt did not prevent her from participating in professional associations. She founded the Association of American Library Schools in 1915, wrote its first defense and served as president on two occasions: 1920-21 and 1927-28. She served on many ALA committees, as well as the Council and Executive Board and was elected its president for 1931-32. In her presidential address, she

clearly stated her basic belief in librarianship and its potential effect on society:

> We must each of us open our eyes to the needs of the times, let us have vision and conceive of our jobs not only as one of detail and techniques, of research or academic standing, but creatively as one of the greatest potential forces making for a more interesting as well as a more equably ordered world.[28]

She was active in New York as well, having served as secretary of the New York Library Association in 1908, as president of the New York Library Club (1918-19) and the Long Island Library Association (1912-13), among other offices.

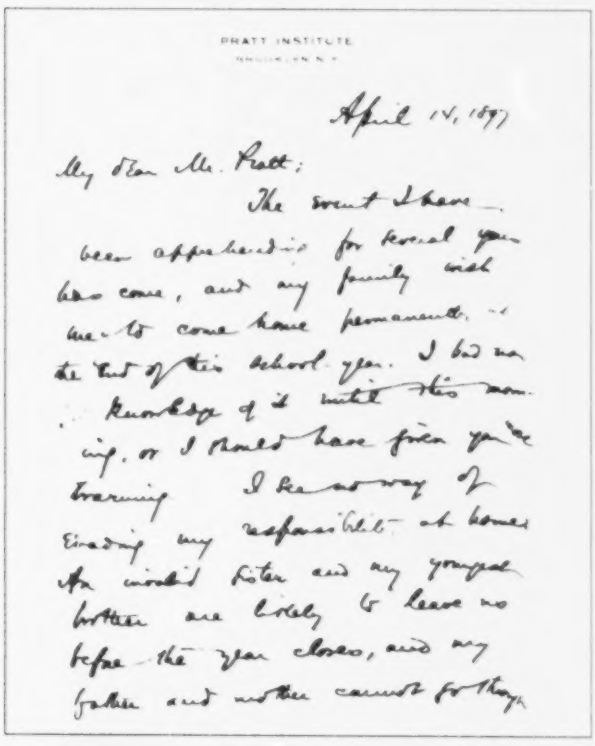
Miss Rathbone ruled the library school. And the whole country knew it.

But it was the library school that was dear to her for many years and it was her "personality and unusual ability which...kept the School alive and flourishing."[29] If she paid no attention to the Pratt library as such, as Mr. Stevens claimed, it was undoubtedly less from disinterest than antagonism between her and the director. We must leave that relationship unexplained for the present, but we do know that whatever energy she had left over after seeing to her duties at Pratt seemed to be directed toward the field in general. Librarianship was both her job and her life. In a talk to the staff at the Trenton Public Library in 1916, she stated her philosophy of work and play, which might be characterized as the workaholic's credo:

> ...it is my conviction that it is a great mistake to draw the sharp distinction between our personal and our professional life that many people do. I believe that the happiest and the most efficient lives are the most completely unified so that the whole of the man or woman is functioning in work and play alike, where the play is for the sake of the work and the work gives savor to the play, where the personal reading enriches the professional activities and the day's work develops the individual's capacity for appreciation of the best life can offer outside.[30]

48 YEARS OF LEADERSHIP

Miss Plummer headed the library school at Pratt for 16 years, beginning in 1895; Miss Rathbone, for 27 years (1911-38). Between them, they

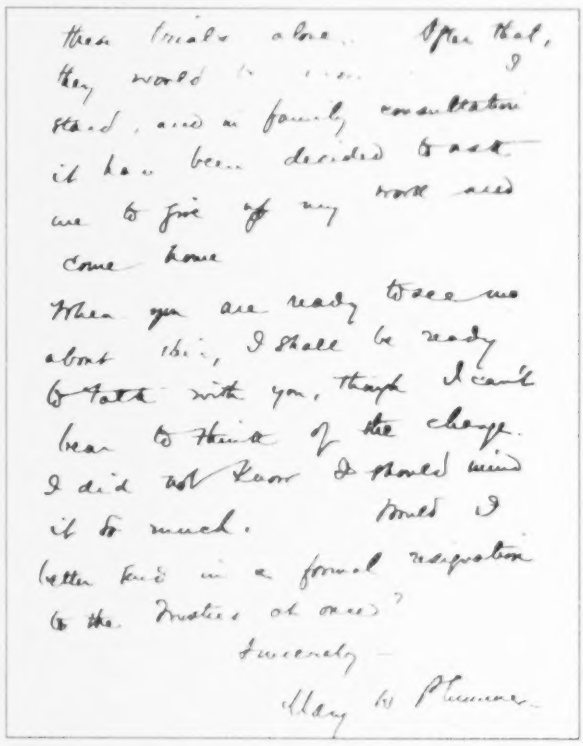


PRATT INSTITUTE
BROOKLYN N.Y.

April 14, 1897

My Dear Mr. Pratt:

The event I have been apprehending for several years has come, and my family wish me to come home permanently at the end of this school year. I had no knowledge of it until this morning, or I should have given you earlier warning. I see no way of binding my responsibility at home. My invalid sister and my youngest brother are likely to leave me before the year closes, and my father and mother cannot for long



them [illegible] alone. After that, they would [illegible] I stand, and as family consultation it has been decided best for me to give up my work and come home

When you are ready to see me about this, I shall be ready to part with you, though I can't bear to think of the change. I did not know I should mind it so much. Would I better send in a formal resignation to the Trustees at once?

Sincerely —

Mary W. Plummer

spent a total of 48 years shaping and directing the various curricula of the school. Since the school counts 1990 as its centennial, this means these two women were responsible for almost half the time of its existence. They were committed to quality as they understood it; they were also committed to the field and its development, never sparing themselves in their efforts to graduate students who would be worthy of the profession. But they were not without controversy, they were too determined in their views to avoid it. Miss Julia Carter, a graduate of 1906, thought that Miss Rathbone was

> "much more lively...I liked her very much. Now, of course, Miss Rathbone could bear right down on you if you needed it, whereas Miss Plummer was always aristocratic, even if she had to bawl you out. Miss Rathbone wasn't — she would go right to the point, speak to you right out."[31]

Mary Wright Plummer died in 1916, the same year she finished her term as president of ALA. Would she have approved of the way Miss Rathbone shaped the school at Pratt? When Rice Estes finished the program in 1932, he did not:

> Miss Rathbone was a brilliant but austere woman. She reminded me in some ways of Jane Addams and of the strong intellectual, fearless professional woman of the 1920s. But she developed at the turn of the century and she stopped developing about 1920. She wouldn't change. When big new people like Williamson at Columbia and Pierce Butler at Chicago came along, Miss Rathbone ignored them and continued in the 1910 tradition. There was much complaint in our class about this.[32]

Miss Rathbone's methods may always be debated. Mrs. Eleanor F. Casper, a 1936 graduate of the Pratt library school, has written that "Miss Rathbone missed nothing but spoke only when she thought necessary. She demanded the best and had nothing but my respect and highest regard."[33]

The library school at Pratt continued a program started in Manhattan by Melvil Dewey, added the techniques taught in Albany and mixed them successfully in Brooklyn. Miss Plummer then brought them to The New York Public Library, where they were again later combined with Albany, only now returned to Columbia. Pratt continued its own way. Whatever the final judgment may be about the educational experience at Pratt, there is no doubt that Mary Wright Plummer and Josephine Adams Rathbone will play important, if controversial, roles in that judgment. We believe that is to their credit.

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1 Josephine Adams Rathbone, "The Pratt Institute School of Library Science." [Undated speech with statement "Given at Columbia" added in script. No date but after 1926.] p. 1. Pratt Archives, Josephine Adams Rathbone papers. Hereafter called Rathbone talk.

2 *Ibid.*, p. 4.

3 Mary Wright Plummer to F.B. Pratt, letter December 19, 1889. Pratt Archives. No doubt an informal network was in action here, for Miss Plummer noted in her letter that Eudora Miller was resigning as librarian and she wished to "present myself as an applicant for the position of librarian." She also added that she was "assured" of Miss Miller's recommendation and gave the following names as well: "Prof. Melvil Dewey and Miss Mary S. Cutter, of the Library School at Albany, Mr. R.R. Bowker of the *Library Journal*, and Prof. George M. Baker, Librarian at Columbia College." *Ibid.* We learn from Miss Rathbone that Eulora (sic) Miller was a graduate of the first library class at Columbia and went straight to Pratt as librarian. Rathbone talk, p. 1.

4 Rathbone talk, p. 2.

5 Mary Wright Plummer to F.B. Pratt, June 8, 1895. Pratt Archives. Her emphases. Miss Plummer had been on a year's leave of absence, during which time she had traveled in Europe, visiting libraries.

6 Mary Wright Plummer to Frederic B. Pratt, July 30, 1895, Pratt Archives.

7 Rathbone talk, p. 4.

8 *Ibid.*, p. 3.

9 *Ibid.*, p. 4. By staff, Miss Rathbone is referring to the librarians working at Pratt Institute.

10 For a more detailed statement on her trip, see Robert A. Karlowich and Nasser Sharify, "Mary Wright Plummer" *Dictionary of American Library Biography*. Littleton, CO, Libraries Unlimited, Inc., 1978. p. 401.

11 *Ibid.*, p. 400.

12 *Ibid.*, pp. 400-1. In 1907, she did provide a short apprenticeship course after the year's work for those interested in pursuing a career in children's librarianship. *Ibid.*, p. 401.

13 Mary Wright Plummer to F.B. Pratt, April 14, 1897. Pratt Archives.

14 Mary Wright Plummer to F.B. Pratt, April 16, 1897. Pratt Archives. She wrote that "I should feel safe in leaving the first-year class in Miss Rathbone's hands, as she now has virtual charge of it...."

[15] Mary Wright Plummer to F.B. Pratt, July 6, 1897. Pratt Archives.

[16] Mary Wright Plummer to Frederic B. Pratt, July 28, 1897. Pratt Archives.

[17] "Josephine Adams Rathbone Retires" *Library Journal*, v63, n14, August 1938. p. 591. The woman one faced in that portrait is best described in the same source: The rapier-keen and logical mind of woman born of a Southern mother in Jamestown, New York, just after the Civil War has been tempered by the understanding, the wisdom and tolerance which are gained only from life itself. *Ibid.*

[18] Davies, Donald G. Jr., "Josephine Adams Rathbone" in *Dictionary of American Library Biography*, Littleton, CO, Libraries Unlimited, 1978. p. 427.

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[20] "Interview with Rice Estes," *GSLIS Perspectives*, v2, p. 10, Spring 1976 (unnumbered).

[21] Edward F. Stevens "Report to the Trustees." Pratt Archives. p. 3.

[22] *Ibid.*, p. 5.

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[24] Fenniman, Nordica, "Recollections of Josephine Adams Rathbone," *Wilson Library Bulletin*, v23, n10, June 1949. pp. 773-4.

[25] Rathbone, Josephine Adams, "A Study of Reading," *ALA Bulletin*, v16, n6, November 1922. p. 501. She made certain that exercise would be properly done by asking Jennie Flexner, Readers' Advisor at The New York Public Library, to act as a consultant to assure appropriate subjects and authors. *Ibid.*

[26] Speech given to ALA Convention and reported in a Florida newspaper, *Biscayne*, April 26, 1932. p. 1.

[27] Franklin Hopper to Charles Pratt, April 16, 1937. Pratt Archives. Miss Plummer always wanted to keep the entrance requirements flexible without lowering standards. She always sought the "student who might show a talent for librarianship but not have the proper, formal credentials." Karlowich and Sharify, *Dictionary of American Library Biography*. p. 400.

[28] "Librarians Meet in New Orleans" *Clarion* (newspaper of Jackson, MS), April 26, 1932. p. A29.

[29] Franklin Hopper to Charles Pratt, April 16, 1937. Pratt Archives.

[30] Rathbone, Josephine Adams, "Some Aspects of Our Personal Life," *Public Libraries*, v21, n2, February 16, 1916. p. 53.

[31] "Interview with Julia Carter," *GSLIS Perspectives* v4, p. 10, Spring 1978 (unnumbered).

[32] "Interview with Rice Estes" *GSLIS Perspectives* v2, p. 10, Spring 1976 (unnumbered). In the interview Mr. Estes was asked if any complaints were presented to Miss Rathbone. "Mr. Estes turned his full attention on us and said softly but firmly, `You didn't complain to Miss Rathbone.'"

[33] "Letters to the Editor" *GSLIS Perspectives* v6, p. 16, Spring 1980 (unnumbered).

EIGHT PATHS TO INFORMATION EXCELLENCE:

Library and Information Science Programs in New York State

By Suzanne Hildenbrand, Associate Professor,
School of Information and Library Studies,
State University of New York at Buffalo

New York State leads the nation in the number and variety of library and information science programs accredited by the American Library Association. While the very diversity of the group inhibits generalizations it is possible to observe that as a whole these programs have shown the ability to adapt to the changing needs of our society for information professionals. For example, several began by offering courses for school librarians within an undergraduate teacher training program. Today, they offer a varied menu of graduate and undergraduate programs designed to prepare students for professional careers in information-related areas in a variety of institutions. Since the range in program location, size, governance and other characteristics is so great, each school will be examined individually, highlighting its unique features and its place in the flourishing library and information science education community of the Empire State. Data on faculty size are from the *Journal of Education for Library and Information Science, Directory of the Association for Library and Information Science Education, 1988-89* (verification and updating were done by telephone interview), and student data from the *Library and Information Science Statistical Report, 1989*, published by the Association for Library and Information Science Education.

Columbia University, School of Library Service
516 Butler Library
New York, NY 10027
(212) 854-2292
Dean: Robert Wedgeworth
Founded: 1887, 1926
Degrees offered: Master of Science; Doctor of Library Science; also Certificate
Faculty size: 12
Students: Master's, 185; Total, 244

Library education courses were first offered in 1887, when Melvil Dewey began instruction with 20 students in the Columbia College of Library Economy. Columbia courses in librarianship were terminated when Dewey left to direct The New York State Library in Albany in 1889 but resumed in 1926. While these origins make the School of Library Service (SLS) the oldest postgraduate program for the education of librarians in the world, innovation characterizes the present program.

Starting in academic year 1989-90, SLS is requiring 48 credit hours for the Master of Science degree. This extended program, requiring two years of study for most students, will provide all graduates with fundamental research skills such as information processing and statistics. Unique to SLS are the programs in conservation and preservation supported by funds from the National Endowment for the Humanities. Specializations in Rare Books and Special Collections and Archives Management and Organization are available in the master's and certificate programs. Special summer activities include the Rare Books School and Children's Literature Institute. Advanced study programs leading to a Certificate in Information Management, Certificate in Advanced Librarianship or Certificate in Preservation Administration are available.

Long Island University, C.W. Post Campus, Palmer School of Library and Information Science
Brookville, New York 11548
(516) 299-2855
Dean: Lucienne Maillet
Founded: 1959
Degrees offered: Master of Science in Library Science; Master of Science in Information Science (also Advanced Certificate)
Faculty size: 10
Students: Master's, 438*; Total, 453

In addition to the master's degree in library science, the School of Library and Information Science offers a Master of Science degree in Information Science, a 30-credit Certificate of Advanced Studies for practicing librarians, and an accelerated five-year Bachelor's/Master's degree program. The 36-credit MSLS program prepares students for professional careers in college and university libraries, special libraries and information centers, public libraries and school

* Includes students in both programs.

library media centers. The school leads the State in preparation of school media specialists and has the largest overall enrollment in the State. The 36-credit Master of Science in Information Science program offers three areas of specialization: Information Access, Information Management and Information Technology. Two new certificate programs (archives and records management) are awaiting approval. The School holds an annual Storytelling Institute, the oldest in the country, and specialized summer institutes. The school has a laboratory of 15 IBM PCs (linked to other LIU networks and for searching national databases) and a software Review Center. Courses are given in several different locations including Manhattan, Long Island, Rockland County and Westchester County.

Pratt Institute, Graduate Library and Information Science Department
200 Willoughby Avenue
Brooklyn, New York 11205
(718) 636-3702
Dean: Rhoda Garoogian
Founded: 1890
Degree offered: Master of Science in Library and Information Science; also Advanced Certificate in Library and Information Studies
Faculty size: 5
Students: Master's, 110; Total, 113

Celebrating 100 years of unbroken history in library education with a seminar entitled "Libraries in a Changing and Competitive Society," the Graduate Library and Information Science Department has expanded greatly since its founding with a program to train assistants for the Library of Pratt Institute. The program offers a number of specializations within the master's program including courses in law and health sciences librarianship and records management. In addition, a post-master's Advanced Certificate in Library and Information Studies is available. The Certificate requirements include six units of research-oriented independent study.

Queens College, City University of New York, Graduate School of Library and Information Studies
Rosenthal Library, Room 254
65-30 Kissena Boulevard
Flushing, New York 11367-0904
(718) 520-7194
Director: Thomas T. Surprenant
Founded: 1955
Degree offered: Master of Library Science; also Certificate in Post-Master's Studies in Librarianship
Faculty size: 6
Students: Master's, 212; Total, 247

The original library program at Queens, entitled The Queens College Library Education Program and operated by the College Library and the Education Department, offered a one-year program that awarded the M.S. in Education and prepared school librarians only. A Department of Library Science was organized in 1964, and it was authorized to award the Master of Library Science degree. The program was expanded to include preparation for public library service. Accreditation from the American Library Association was first received in 1970. In 1979, the present School was established. Curricular expansion in information science and the newer media and into academic and special librarianship permits students of today to prepare for service in a variety of settings.

A Certificate in Post-Master's Studies in Librarianship is also available for experienced practitioners who wish professional renewal.

St. John's University, Division of Library and Information Science
Grand Central & Utopia Parkways
Jamaica, New York 11439
(718) 990-6200
Director: Emmett Corry, O.S.F.
Founded: 1937
Degree offered: Master of Library Science; also Advanced Certificate in Library and Information Studies
Faculty size: 7
Students: Master's, 77; Total, 93

In addition to the basic courses in librarianship such as Reference Services (manual and online) and electives in fields such as Special Librarianship, the Division educates Drug Information Specialists in conjunction with The School of Pharmacy and Allied Health Professions. This double master's program is unique in the United States. Another double master's degree is available in cooperation with the Graduate Department of Government and Politics. Advanced Certificates in Library and Information Studies are available for practicing professionals seeking specialized competencies.

The State University of New York at Albany, The Nelson A. Rockefeller College of Public Affairs and Policy, School of Information Science and Policy
135 Western Avenue
Albany, New York 12222
(518) 442-5115
Dean: Richard S. Halsey
Founded: 1926
Degree offered: Master of Library Science; also Certificate of Advanced Study
Faculty size: 13

Students: Master's, 195; Total, 286

One of four interdependent graduate schools of the Rockefeller College of Public Affairs and Policy, the School of Information Science and Policy offers a multifaceted, research-oriented program. Having evolved from an undergraduate program that prepared secondary school librarians at the then-New York State College for Teachers, the School today offers several concentrations within the master's program, including School Library Media and Archives and Records Administration. Joint master's degrees are also available in cooperation with the History and English Departments. Internships are available at sites such as the New York State Library and the Franklin D. Roosevelt Library at Hyde Park, NY. *The Reference Librarian, Micrographics and Optical Storage Equipment Review* and *The Film Literature Index* are publications edited by school faculty. The School and the University Libraries participate in a bilateral exchange program with the Nankai University Library Science Department and Libraries in Tianjin, People's Republic of China. A Certificate of Advanced Study is also available.

The State University of New York at Buffalo, School of Information and Library Studies
381 Christopher Baldy Hall
Buffalo, New York 14260
(716) 636-2412
Dean: George S. Bobinski
Founded: 1919, 1966
Degrees offered: Master of Library and Information Science; Doctor of Philosophy in Higher Education/Academic Librarianship
Faculty size: 9
Students: Master's, 229; Total, 235

The tradition of library education at Buffalo goes back to 1919 when the then-private University of Buffalo began an undergraduate Department of Library Science, which was phased out in 1945. The School of Information and Library Studies (SILS) quickly established itself in 1966, receiving accreditation from the American Library Association in 1972, and expanded. It now has over 1,700 graduates. Responding to a need for library and information science education in central New York, a successful Rochester extension program was begun in 1984. Joint programs with the Music Department and the Faculty of Law and Jurisprudence allow students to gain the MLIS degree and a Master of Music History or a Doctor of Jurisprudence degree simultaneously. Other specializations are also available in academic, public, special and school libraries as well as library information technology and media librarianship. An Advanced Studies Program is available for practitioners who wish to enhance their training or upgrade skills. A Ph.D in Library Science program is projected for 1991.

Syracuse University, School of Information Studies
4-206 Center for Science and Technology
Syracuse, New York 13244-4100
(315) 443-2911
Dean: Donald A. Marchand
Founded: 1896
Degrees offered: Bachelor of Science in Information Studies; Master of Library Science; Master of Information Resources Management; Doctor of Philosophy in Information Transfer; also Certificate of Advanced Study
Faculty size: 16
Students: Master's 146**; Total, 158

Program offerings at the School of Information Studies (IST) include the Master's degree in Information Resources Management (the first program of its kind in the country) and a Certificate of Advanced Study. Among the specializations available to master's students in Library Science are Art and Museum Librarianship, Gerontology and School Media. The Spring Media Conference, featuring outstanding authors and children's books, and the Clever Gretchen Conference on Folklore, Literature and Storytelling, are held annually. The School has an extension program in Ithaca. The School is also the home of the ERIC Clearinghouse on Information Resources, sponsored by the U.S. Office of Education. Although almost a century old, the library education program at Syracuse is one of the most innovative in the nation in the application of advanced technology to traditional (and emerging) problems.

**Includes students in both master's degree and CAS programs.

AN ADDITIONAL MEANS OF DELIVERING LIBRARY EDUCATION

By Joseph F. Shubert, State Librarian and Assistant Commissioner for Libraries, and Patricia Dyer, Coordinator of Development Activities, New York State Education Department, Albany, NY

Are there sufficient numbers of minority librarians available for New York's libraries?
How might talented people who have not yet completed a baccalaureate degree be brought into the profession?
Can library schools use "distance learning" technologies?
How might library schools attract and serve a larger number of students without sacrificing quality?
Might library systems, NYLA leaders and practicing librarians help library schools prepare outstanding librarians?
How much "independent learning" can there be in professional study?

In January 1989, the Board of Regents took initial steps in establishing new minimum standards for public library service in New York State. Of the 10 basic standards proposed to the Regents by a broad-based committee of librarians, educators and trustees, one would prescribe that all public libraries, regardless of size, employ a director who holds or is eligible for a New York State Public Librarian's Certificate by the year 2000.[1] In proposing the standard, the committee emphasized that the quality of a library's service depends in large part upon the education, leadership and skills of its director.

The committee also based its proposed minimum standard on the principle that people in small communities deserve quality library services as much as do people in urban centers. All public libraries in New York State, regardless of location or size are chartered and registered educational institutions. Although public libraries are different from schools and colleges, as educational institutions, the quality of their services and the degree to which the services are accessible are important public policy concerns.

Inasmuch as public libraries serving a population of 7,500 or more are already required to have a certified librarian, the libraries that would be most affected by the proposed standard are the smaller and mostly rural libraries. Concerned about small communities, the Regents asked the Commissioner of Education "to work with rural library staff and trustees, public library system directors, library schools, Regents College Degrees and providers of distance learning to develop appropriate training and certification procedures for small libraries."

NEEDS AND OPPORTUNITIES BEYOND RURAL PUBLIC LIBRARIES

As we began to outline a framework for organizing and delivering an education and training program in response to the Regents charge, we faced two facts: the quality of library service needed by people in rural areas is no less than that needed by people in cities (rural people are not second class citizens and therefore should not have second class library service) and the current and anticipated shortage of people with master's degrees in library science strongly suggests the need to enable more people to earn that degree. We also saw clearly that the eight accredited library schools in New York State, which have each led the nation in innovations in library education, have interests that might coincide with these facts.

In this paper, therefore, we propose collaboration on the part of accredited library schools, the State Education Department, library systems, the Regents College Degree program and other providers of distance learning in developing an additional means of delivering library education: a comprehensive program to make the professional study available to a larger number of students than is now the case. There are at least three areas with which this paper does not deal. (1) It does not propose a new degree or a substitute library education program. (2) It does not address the question of which libraries should employ professional staff. (3) It does not discuss continuing education except in the context of a program for completing the requirements for the master's degree in library science (MLS). Rather, this paper focuses on new ways to deliver professional education and enable people in communities of all sizes to meet the current professional certification standards or employment requirements that include an MLS degree.

THE UNIVERSE — SOME UNKNOWN AND KNOWN FACTS

We do not have reliable estimates of the numbers of professional librarians that will be needed in New

York State over the next 15 years. Those data should be gathered. We know that 399 of the smallest public libraries in New York State lack a professional director (and that many of these small libraries do not need the full-time services of a professional librarian as director, an understanding that led the standards committee to recommend that the smallest communities share directors, employ a director part-time, or contract with the library system). We have seen sobering data on projected retirements of school library media specialists and the lack of a sufficient pool of new graduates to fill positions in school libraries. We know that there are critical shortage areas in public, academic and other library fields. We know that both our current professional complement and the profile of library school student bodies do not include sufficient numbers of minority students to serve the people of New York State.

We also know that a significant number of people in New York State aspire to earning a master's degree but are unable to attend library school full time. Some seek instruction closer to their home or place of work but are frustrated because, of the eight accredited library schools, five are concentrated in the New York City metropolitan area, and the others are in Albany, Buffalo and Syracuse. We also know that many people who would become outstanding librarians cannot today matriculate in a library school because they must first earn an undergraduate degree before undertaking graduate professional study in library science. We believe that, in each of these numbers, both the supply and the demand sides are such that New York State must look for additional means of seeking out talented potential students and make it possible for them to earn the degrees they need for careers in librarianship.

More detailed information is needed concerning possible target audiences for what we propose in this paper. Data are needed on the demographic characteristics, attitudes toward and interest in professional study and the current educational levels of potential students. Potential participants might be currently employed library aides, other staff and even volunteers who demonstrate talent and interest in the profession. The data will help determine the feasibility and cost of the proposed delivery plan and the substantive content of the education components. These preliminary data could be collected by the State Education Department in collaboration with the library schools and a broadly representative advisory group.

GOALS FOR A COMPREHENSIVE PROGRAM

To extend opportunities for quality library education we propose that the Regents join with the New York Library Association, Regents College Degrees and the library schools in New York State that are accredited by the American Library Association to plan, develop and implement a comprehensive program to accomplish the following goals:

- Provide an opportunity for potential librarians, many but not all of whom are now employed in libraries, to complete the full five years of academic work at baccalaureate and graduate levels required to earn a degree from an accredited library school through combinations of distance learning, nontraditional means of instruction and university study.
- Enable individuals to enter the program at various points and continue through to the MLS.
- Increase knowledge and skills of staff from small libraries in a broad range of subject areas including information technology; library management, planning and budgeting; and programming needs of youth and adult audiences to implement more effective library services (both to help people working toward a degree and to achieve the Regents goal for improved library services).
- Develop and demonstrate the effective use of technology for distance learning and generate cooperative interinstitutional agreements in the delivery of staff development programs and a graduate MLS program.
- Establish the relationships and the support system for an ongoing public library staff development program to continue to serve the professional development needs of libraries into the next century.

ELEMENTS OF A PLAN

A comprehensive library education and training program should be developed and implemented over the next three years to achieve these goals. The statewide model would involve several organizations, academic institutions and representatives from the field in developing the program content areas and providing instruction through distance learning delivery mechanisms to reach a geographically dispersed population. The steps in the plan are:

1. Begin with an advisory committee. The innovative nature of the proposed project suggests a national advisory committee consisting of 10-12 leaders and practitioners in the library field, higher education and government to provide advice and insight into the development of the program. Organizations involved in the implementation of the program should also be represented in the advisory committee.
2. Develop an administrative framework and mecha-

nisms for selection, support and interaction of participants in the program.

3. Develop and deliver content of the program.

The comprehensive program needs three components: a liberal arts and sciences undergraduate degree, an introductory skills component focused specifically on management and programming skills needed by people already working in libraries and professional study in library and information science. Library directors and others who already possess a bachelor's degree will need not complete the first component. For those who do not possess a bachelor's degree, the program would be designed for them to complete the undergraduate degree and in-service components simultaneously and to receive college credit for the staff development component.

THE UNDERGRADUATE PROGRAM — BA OR BS IN LIBERAL ARTS AND SCIENCE — REGENTS COLLEGE

Many readers of *The Bookmark* are familiar with Regents College Degrees, a fully accredited program that offers 16 degree programs at associate and baccalaureate levels in liberal arts, business, nursing and technology.[2] The program traces its roots to 1970 when the Regents established the Regents External Degree Program. By mid-1989, some 43,000 degrees had been conferred on individuals living in every state across the nation and in other countries.

Regents College Degrees is an assessment college designed to measure and document learning rather than to teach. The faculty who teach in colleges and universities throughout New York State set the requirements for the degree and determine how credit earned toward the degrees is to be evaluated.

The outcome is a degree comparable in both content and rigor to that from an instructional college. The unique nature of Regents College lies in its balance of traditional outcome and nontraditional means of earning credit from a variety of sources. Methods of earning credit range from independent study for proficiency examinations to course work at local colleges and universities. Regents College Degrees is accredited by the Middle States Association of Colleges and Schools as well as the New York State Board of Regents. Its professional degrees are accredited by various professional accrediting associations, such as the National League for Nursing.

Some 15,000 students are currently enrolled in Regents College Degrees. They range in age from their 20s to their 80s. Three out of four students are employed full time, and most have some college credit before they enroll. After earning baccalaureate degrees, many students move on to graduate and professional study in leading universities.

To assist students completing this phase of the program, a special network of education advisors/mentors should be developed through the library systems. Regents College staff should assist in the selection and training of regional library system education advisors/mentors and serve as backup advisors for those enrolled in a degree program.

INTRODUCTORY LIBRARY SKILLS AND SERVICES TRAINING (PROGRAM I)

The content of this in-service training program would be developed by a series of curriculum development committees consisting of librarians and trustees from public libraries and faculty from institutions of higher education serving as consultants to the State Education Department. The objective of this component is to provide a comprehensive sequence of training in such areas as information technology, budgeting and management skills; and library services from various audience perspectives, including children and youth, adult and rural populations.

The curriculum development committee(s) for this component would review the content of existing extension and distance education programs for library staff for possible adaptation to New York State to reduce overall development costs. Of particular note are the Library and Information Distance Education Consortium (described later in this paper); the Rural Library Training Project offered through the Southern Alberta Institute of Technology in Calgary, Alberta, Canada, which is being adapted by the Washington State Library; and EXCEL, a certificate program in managing a small public library offered through the Ontario Library Service, Canada.

The organization of the comprehensive program into components at differing academic levels and with discrete content areas suggests for some students the possibility of an "intermediate" form of certification prior to achieving the MLS degree. Although an intermediate form of certification is not available in New York State, some states and Canadian provinces, for example, recognize paraprofessional status, variously described with the use of such terms as "associate" or "library manager" who may work under the guidance of a professional librarian in a system.

Training would be delivered through a variety of instructional technologies including distance learning, teleconferences, seminars in conjunction with NYLA and other statewide conferences and regionally based training opportunities. The program must be rigorous and college level in content and student assessment. The training program could be cosponsored with the New York Library Association.

To assist students working on bachelor's degrees to earn credit from Regents College Degrees for completing the staff development program, the program could be evaluated by the National Program on Non-Collegiate Sponsored Instruction of the University of the State of New York to secure college credit recommendations. The National Program on Non-Collegiate Sponsored Instruction serves colleges and various noncollegiate organizations nationwide by assessing the comparability of noncollegiate course work to college-level instruction and making appropriate college credit recommendations.[3] The Program builds connections between businesses and universities by promoting acceptance of noncollegiate learning, including that provided by business, labor unions, professional associations and government agencies.

ADVANCED LIBRARY SKILLS AND SERVICES TRAINING — THE MLS — PROGRAM II

The third component of the comprehensive program would consist of the fifth year of professional study in library science accredited by the American Library Association, delivered through a nontraditional format developed in collaboration with a consortium of the graduate schools of library science in New York State.

The State University's SUNYSAT satellite communications system provides the library schools with a means for delivering instruction.[4] This system can accommodate transmission of as many as four simultaneous television programs. The 64 SUNY campuses are part of the network and SUNYSAT is working with the Public Broadcasting Service and the National University Teleconference Network.

Through the consortium of graduate library school and using the SUNYSAT delivery system, all students enrolled in the program would complete a basic sequence of five courses (15 credits) cooperatively developed and taught by faculty from the consortium of graduate schools of library science. Depending upon a participant's place of residence, he or she would then complete on-campus resident course work, including a supervised research project, at one of the participating accredited library schools. To provide for professional socialization and personal contact with colleagues and teachers, a summer component should be available. The summer program would also permit students to follow the specialization in library science of their choice beyond the core courses.

Students would be required to satisfy the degree requirements for the MLS of the library school in which they enroll but would be assured that the core sequence completed via distance learning would be accepted toward the degree requirements at any of the academic institutions. Participating universities would also need to provide assurance that summer institutes and/or course work would be available for students in order to complete their entire MLS degree program within a reasonable time.

EVALUATION

A fourth step is an equally important element of our proposal: develop and implement an evaluation design. The planning, curriculum development and implementation of the education and training project should be closely monitored and evaluated throughout each phase.

An important dimension of the evaluation design would be to measure the impact of training on library services in public library systems that encourage directors of small libraries to participate.

Although there have been other programs developed to serve the needs of the staff of libraries, none of these efforts have attempted to develop and deliver a program leading to the MLS and full professional certification. This aspect of the proposed program will be breaking new ground in the field of librarianship and should be closely documented, particularly as it affects small and rural public libraries in New York State. Documented improvements and expansion of services could strengthen Regents legislative proposals to increase aid to smaller libraries for services and to underwrite staff development as a means of improving and providing quality service.

NATIONAL IMPLICATIONS

All aspects of the program described here are replicable nationally and every effort should be made, through the national advisory committee, to assist other states, professional associations and institutions of higher education to replicate the program. For example, Regents College Degrees has no residency requirement and is open to enrollment to anyone in the United States. The college credit recommendations of the National Program on Non-Collegiate Sponsored Instruction are widely recognized by colleges and universities throughout the country. Consequently, if other state libraries, professional associations or other sponsors wanted to adapt the program and offer it under the same conditions for college credit, their students could also benefit in the same way. Finally, the culminating educational activity — the study in professional librarianship — is based on internationally recognized degree requirements (reformatted and delivered via the use of technology to meet the needs of working adults) and, therefore, could be replicated by other schools of library science. New York State is fortunate in having SUNYSAT for distance learning opportunities, but a

number of other states have or are developing similar statewide technological capabilities. In fact, it is possible that one or more accredited library schools outside New York State might be interested in participating in development of the program.

In June 1989, deans and others from several accredited library schools across the nation met to discuss the feasibility of cooperation through a "Library and Information Science Distance Education Consortium." The proposed purpose of the Consortium "is to use a variety of instructional delivery systems to provide alternatives for both traditional and nontraditional student groups to access quality library and information science education."[5] According to the paper prepared for the June discussions, the Consortium could respond to the "demonstrated need among those persons who are otherwise qualified to do graduate work in library and information science, but are constrained by the barriers of time, geography, physical disability and personal and professional responsibilities not faced by the traditional student." The paper adds that the Consortium would enable schools to provide enhanced services to the more traditional student because it would make available additional faculty and courses. The University of South Carolina is taking the lead in development of the Consortium. Several library schools in New York State are involved in the discussions.

The most exciting parts of the proposal, for both New York State and the nation, are the aspects of the program that remove barriers for talented people needed to help us provide quality library service in the coming years. By integrating opportunities to earn the baccalaureate as well as professional degrees, we can open library education to hundreds of people who now are almost "locked out" of the profession because they lack the degree that admits them to library school.

The education reform movement and the demographics of educators suggest that there are major changes ahead in preparation of teachers and school administrators. Similarly, the library profession could also look to people who are considering career changes as a potential new recruitment pool. Library schools, the New York Library Association and the State Education Department have an opportunity now to address library education needs imaginatively and broadly and to develop a corps of professionals required to meet the needs of a population far different from that of even 10 years ago.

WHAT NEXT?

We discussed these concepts with the Regents Advisory Council on Libraries in November 1989. The Council encouraged us to share these ideas and to involve others in exploration of the concepts. Many people need to be involved in discussion of an effective means and a framework for organizing and delivering an education program that integrates the interests and resources of many types of institutions, including professional library schools, the library systems, the State Education Department and State Library, library practitioners and trustees and professional associations. Ultimately movement requires commitments from various constituencies. We believe the November 1990 conference organized by the New York Library Association Professional Development Committee, "Who will Follow Dewey's Paths?", offers a unique opportunity for exploring these concepts!

REFERENCES

1 Committee on Minimum Public Library Standard for New York State, *New York State Public Library Service, Minimum Standards Recommended by the Committee of Minimum Standards for New York State*, Albany, [State Education Department] 1983. 34 p.

2 University of the State of New York, *Regents College Degrees Catalog, General Information*, v. 1, Albany, The University of the State of New York, 1986. pp. 1-12.

3 *College Credit Recommendations, The Directory of the National Program on Noncollegiate Sponsored Instruction, 1989 Supplement to the 1987-88 Edition*, Albany, The State Education Department, 1989. p. iii.

4 State University of New York, *New York Network SUNYSAT Overview*, Albany, State University of New York [1988]. folder.

5 *Organization Meeting of the Library and Information Science Distance Education Consortium (LISDEC), 22 June 1989, Convention Center, Dallas, TX*, [prepared by Fred Roper, School of Library and Information Science, University of South Carolina. Columbia, SC, 1989]. 16p.

COMING IN *The Bookmark*

The next issue of *The Bookmark* will mark the centennial of the New York Library Association. NYLA is celebrating its centennial throughout 1990, culminating in events at the October 10-14 conference in Rochester. The issue will be edited by James Corsaro, Associate Librarian for Manuscripts and Special Collections at the New York State Library.

The Spring 1990 issue, entitled "Conference Briefs!" will focus on information needed by participants in the 1990 New York State Governor's Conference on Library and Information Services. This issue will be edited by George Bobinski, Dean of the School of Information and Library Studies at the State University of New York at Buffalo. The Summer 1990 issue will focus on law library service, and will be edited by Christine Bain, Associate Librarian in Reference Services at the New York State Library.

RECENT ISSUES

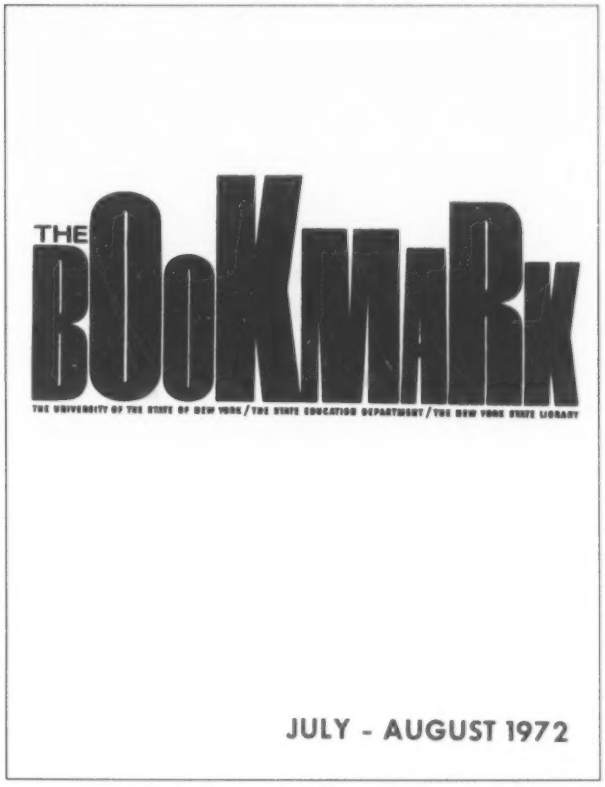
Spring 1989	Uncovering Information: Subject Access to Information	Spring 1988	Youth Services
Winter 1989	Libraries in the Tradition of Freedom of Expression	Winter 1988	Libraries and Technology
Fall 1988	Serving Business in an Information Economy	Fall 1987	Bibliographic Instruction
Summer 1988	Outreach Services	Summer 1987	The Public Library Trustee and Changing Community Needs
		Spring 1987	Conservation/Preservation
		Winter 1987	The New York State Library and Libraries in New York State

The approval by the Board of Regents at their April meeting of the Standards of Service for libraries and required educational and professional training for librarians, submitted by the New York Library Association, means that library work in New York State will, in future, rank with teaching and other professions requiring special training, fitness and certification. The Standards of Service apply only to librarians of professional grade, and do not include clerical and janitorial forces. Librarians and assistants in villages of less than 2000 population are also exempt from the requirements of the Standards.

Every librarian of professional grade in public libraries of the State will be required to hold a certificate as a condition of legal employment and can qualify for such certificate on the basis of his present position, education, training and period of experience. The Standards provide for advancement from a lower grade to a higher grade certificate by the securing of additional educational or professional credits outside of library....In taking this step New York State has become the first definitely to recognize library work as a profession....Certificates will be issued as soon as possible after Jan. 31, 1931, the date on which the regulations take effect.

— from "New York Gives Librarian Professional Status," by Carl Cannon in The Library Journal, *v55, n13, July 1930. p. 588.*

This first issue of volume 48 of *The Bookmark* appears with our new cover design, replacing the cover we have used since 1972. That 1972 rendering of the Cultural Education Center was prepared while the building was still being constructed. The Cultural Education Center opened to house the State Museum in 1976 and was completed when the State Library moved in 1978. Our new cover, prepared by the State Education Department's Center for Art and Design, resembles the logo now being used on our other publications.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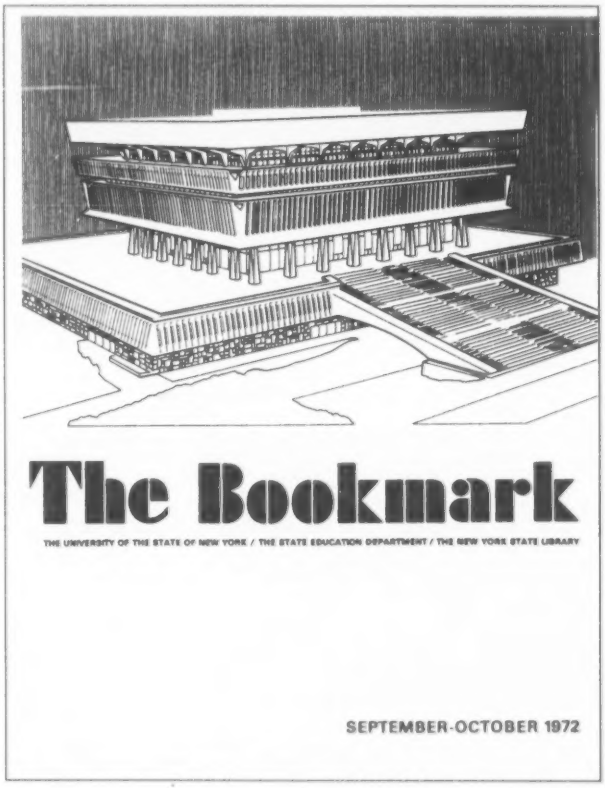
JULY - AUGUST 1972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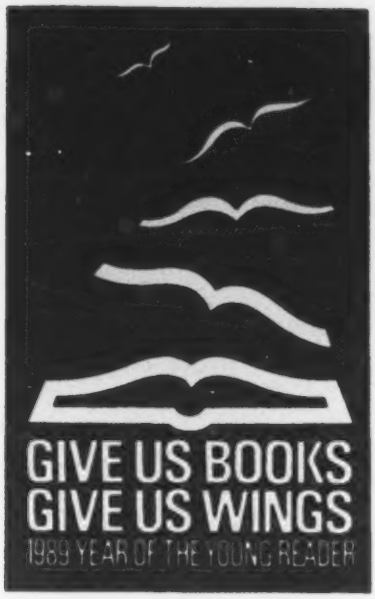
SEPTEMBER-OCTOBER 1972



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